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ABSTRACT

The North Carolina arts education curriculum encompasses K-12 programs in dance, folk arts, music, theater arts, and visual arts. It is designed to provide a scope and sequence which encourages students to develop the essential senses of sight, hearing, smell, taste, touch, and kinetic awareness. It provides opportunities to develop thinking skills as outlined in the "Florida Taxonomy of Cognitive Behavior." In addition, a program for exceptional children is included. There is an overview of educational goals from kindergarten through grade 12, major emphasis for instructional program divisions (grades K-3, 4-6, 7-8, 9-12) is delineated for each subject. Goals, objectives, and measures are developed sequentially for each subject. The major goal of the dance education program is to develop kinetic awareness in students. It is based primarily on the principles of modern dance. The music curriculum is divided into general, instrumental, and vocal music. The theater arts program serves to develop an understanding of the ideas, attitudes, beliefs, and feelings of people in different times throughout history as communicated through literature and theater. The representative media selected for the visual arts are drawing, painting, printmaking, sculpture, and fine crafts. The folk arts curriculum encompasses a variety of cultural expressions including traditional music, dance, visual arts, crafts, oral literature, and customary work practices. Appendixes include a transcript of the relevant state legislation and materials pertaining to North Carolina's standard course of study, graduation requirements, scholars' program, testing requirements and textbook adoption process. (SM)

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TEACHER HANDBOOK
ARTS EDUCATION K-12

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**North Carolina
Competency-Based
Curriculum
SUBJECT-BY-SUBJECT**

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

TEACHER HANDBOOK

ARTS EDUCATION

GRADES K-12

North Carolina Competency-Based Curriculum

Division of Arts Education
Instructional Services
North Carolina Department of Public Instruciton

Raleigh, North Carolina
1985

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the *North Carolina Standard Course of Study* and the *Teacher Handbook* for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers. (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer. (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer. (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing. (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help. (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions. (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

    a. repeats from memory
    b. repeats other
    c. repeats in sequence
    d. choral response
    e. spells
    f. gives/receives information
    g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

    a. sounds letters
    b. names pictures, objects, colors, letters
    c. copies letter, number, work (learned)
    d. gives/follows directions
    e. describes situation, event
    f. reports experience (2+ thoughts)
    g. describes situation, event
    h. recognizes word (sight words)
    i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
    j. asks/gives permission
    k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

    a. sounds out word
    b. classifies (1 attribute)
    c. counts
    d. adds/subtracts
    e. uses units, tens
    f. compares letters, numbers
    g. copies letters(s), number(s)--learning
    h. gives class name (vehicle, etc.)
    i. identifies similarities, differences
    j. asks/gives reason (opinion)
    k. names sensation
    l. performs learned task or process
    m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
    n. makes comparisons
    o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

   1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

   a. reads
   b. spells
   c. identifies something by name
   d. defines meaning of term
   e. gives a specific fact
   f. tells about an event

   1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

   a. recognizes symbol
   b. cites rule
   c. gives chronological sequence
   d. gives steps of process, describes method
   e. cites trend
   f. names classification system or standard
   g. names what fits given system or standard

   1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

   a. states generalized concept or idea
   b. states a principle, law, or theory
   c. tells about organization or structure
   d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

    a. reorganizes ideas, materials, processes
    b. produces unique communication or divergent idea
    c. produces a plan, proposed set of operations
    d. designs an apparatus
    e. designs a structure
    f. devises scheme for classifying information
    g. formulates hypothesis, intelligent guess
    h. makes deductions from abstract symbols, propositions
    i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

    a. evaluates something from evidence
    b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

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Arts Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

ARTS EDUCATION

Arts education encompasses K-12 programs in dance, folk arts, music, theatre arts, and visual arts. Each arts area provides a scope and sequence which allows students opportunities to:

- develop the essential senses of sight, hearing, smell, taste, touch, and kinesthetics as intellectual, emotional, physical, creative, and expressive acts.
- explore freely the problem-recognition and problem-solving process which gives them the power to shape their own lives within an interdependent world.
- perceive and respond to arts experiences which sensitize them to the aesthetic qualities in their environment.
- acquire useful skills and techniques which enable them to develop their abilities to express themselves.
- become knowledgeable about the arts and to recognize the relationship of the arts to humanity.
- nurture an appreciation of the arts as a measure of human development throughout civilization.
- experience the arts as a natural part of everyday living including avocational and vocational possibilities.

Since the arts are channels through which feelings and beliefs are conveyed, study of the arts emphasizes the meaning and content of expression. Knowledge about the arts and the development of artistic skills are taught as a means to that end. The arts are most valid when they are creatively experienced or produced; therefore, a balance between structured and unstructured experiences is sought.

Arts are indivisible from life; therefore, the arts are indivisible from education. The arts are symbolic of the human condition and help us to understand ourselves. The arts stimulate learning, incite curiosity, build confidence, encourage divergent thinking, demand analysis, and foster the creative nature inherent in us all. To deny students access to the study of the arts is to deny them access to their full potential.

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum in the arts provide educators with a vehicle to ensure a comprehensive and well balanced course of study for students. What follows is a full description of each of the K-12 arts education programs. While each art form is a discipline dedicated to specific learning outcomes, the overall goals of arts education present a model for interdisciplinary instruction.

Although each program is designed for individual grade levels, it is important to remember that all students do not fit into neatly prescribed categories of learning. The most beneficial use of this document results when students are individually assessed and consequently presented with the appropriate instructional levels.

Because folk arts is not considered a separate course or subject area in the State-funded basic education program, it has not been included in the North Carolina Standard Course of Study. However, many schools now offer courses in folk arts, and it is an important resource for teachers of other content or skills areas. For these reasons it has been included in the Teacher Handbook for the competency-based curriculum.

DANCE EDUCATION

PURPOSE AND OVERVIEW

Long before children acquire word symbols for a spoken language, they communicate through movement. Movement is both functional, such as walking which gets us from one place to another, and expressive, such as gesturing which conveys meaning. Dance, in its simplest form, is expressive movement.

Dance education in the public schools provides students opportunities to actively involve themselves in dance as a creative art. The major goals of the dance education program K-12 allow students to:

- develop kinetic awareness.
- perceive and respond to dance experiences which sensitize them to their abilities to express themselves through dance.
- become knowledgeable about dance and to recognize the relationship of dance to the other arts and humanity.
- understand dance throughout history as one of the measures of human endeavor.
- recognize that dance is beneficial to their well-being and has both avocational and vocational possibilities.

The public school dance education program is based primarily on the principles of modern dance which embrace a variety of creative approaches. Dance for the early childhood years focuses on the exploration of the body as the dance instrument, movement as a mode of self-expression, and in communication and understanding. During the intermediate years, emphasis begun in grades K-3 is continued with a natural progression into more refined uses of time, space, and energy. In grades 7 and 8, more emphasis is placed on technique.

The cognitive and aesthetic processes are equally as important as the creative process. Dance education courses at the high school level provide students with opportunities to seriously study dance as a highly disciplined form of art.

While the basic dance education program described in the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is comprehensive enough to meet the proposed program, dance encompasses a board field of study. Thus additional opportunities, such as ballet and jazz, are appropriate when desired by the school community and when resources are available.

COURSE OF STUDY

K-6 Children's Dance
7-8 Dance Education
9-12 Dance I Dance II

The Dance competency-based curriculum:

- is designed for statewide use.
- offers flexibility for local curriculum development.
- is not correlated with any textbook and does not restrict the use of any relevant textbook or program.
- encourages the offering of a series of courses suitable to the varying abilities of all students.

Many school districts do offer other electives appropriate to this instructional area which are not a part of the State-funded basic education program. Such electives may include: Dance III, Dance IV, Ballet I, Ballet II, Dance History, Composition, and Choreography.

GRADES K-3

Major Emphases

Dance education at the early childhood level provides an introduction to dance through a variety of creative approaches. Children's dance, often referred to as creative dance, creative movement or movement exploration, begins with the exploration of the body as the instrument for dance. Activities which involve the use of large and small body parts foster the concept of kinetic awareness. Children discover that certain body parts can move in a variety of different ways.

The processes of perceiving, understanding, responding and creating are developed through the component elements of dance. Exploring ways of using time, space, and energy are basic to children's discovery of the movement potential of the various body parts.

Finding movement in natural phenomena and recognizing general qualities of that movement is important. Interpreting sounds and forces through movement enhances the expressive nature of dance. Making shapes in personal space and moving shapes from one space to another reinforces that movement takes place in space. Rhythmic responses help to develop the concept of time. Locomotor and non-locomotor movement help to develop a sense of sequence and pattern.

Children are encouraged to be imaginative and to freely express thoughts, feelings, and ideas. Movement is a natural resource children bring into the classroom and activities are most valid when directly related to their personal experiences. Children are allowed to create dances of their own and to work cooperatively with others.

Both structured and unstructured experiences are offered to introduce dance at the early childhood level. Spontaneity and a sense of joy should be natural to the classroom atmosphere. Dance becomes an acceptable means of expression.

Grade K Outline

1. Develop a positive attitude toward self, others, and the dance experience.

    1.1 Participate willingly in the dance experience.
    1.2 Work cooperatively with others.

2. Develop kinetic awareness.

    2.1 Understand that there are different body parts.
    2.2 Understand the difference in producing motion and maintaining stillness.

3. Understand the concept of space.

    3.1 Demonstrate the use of personal space.
    3.2 Demonstrate the use of general space.
    3.3 Demonstrate curved shapes.
    3.4 Identify curved shapes.
    3.5 Demonstrate angular shapes.
    3.6 Identify angular shapes.
    3.7 Understand the directions of up and down.
    3.8 Understand the directions of forward and backward.

4. Understand the concept of energy.

    4.1 Demonstrate sustained energy.
    4.2 Demonstrate percussive energy.

5. Understand the concept of time.

    5.1 Demonstrate fast and slow movement.
    5.2 Combine fast and slow movement.

6. Understand non-locomotor movement.

    6.1 Demonstrate moving in personal space using the whole body.

7. Understand locomotor movement.

    7.1 Demonstrate traveling in personal space.

8. Develop skills in improvisation.

    8.1 Demonstrate moving alone spontaneously with music.
    8.2 Demonstrate moving alone while exploring curved body shapes.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: K Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and the dance experience.

Objectives		Measures	
1.1	Participate willingly in the dance experience.	1.1.1	Eagerly demonstrate movement with other students.
1.2	Work cooperatively with others.	1.2.1	Willingly observe others.

Grade Level: K Skills/Subject Area: Dance

COMPETENCY GOAL 2:. The learner will develop kinetic awareness.

Objectives		Measures	
2.1	Understand there are different body parts.	2.1.1	Transfer movement from one body part to another including feet, hands, hips, shoulders, and head.
		2.1.2	Name three main body parts.
2.2	Understand the difference in producing motion and maintaining stillness.	2.2.1	Successfully start and stop motion with a specific signal.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: K Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives		Measures	
3.1	Demonstrate the use of personal space.	3.1.1	Maintain motion and stillness while remaining in one spot in the room.
3.2	Demonstrate the use of general space.	3.2.1	Travel throughout a room using all the available space.
3.3	Demonstrate the making of curved body shapes.	3.3.1	Demonstrate curved body shapes.
3.4	Identify curved shapes.	3.4.1	Recognize curved shapes in nature.
3.5	Demonstrate the making of angular body shapes.	3.5.1	Demonstrate angular body shapes.
3.6	Identify angular shapes.	3.6.1	Recognize angular shapes in nature.
3.7	Understand the directions of up and down.	3.7.1	Rise and sink using an up and down direction.
3.8	Understand the directions of forward and backward.	3.8.1	Travel forward and backward with a specific signal.
		3.8.2	Successfully identify the forward and backward directions when asked to observe an individual traveling in these directions.

Grade Level: K Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Demonstrate sustained energy.	4.1.1 Rise and sink while maintaining the same energy flow.
4.2 Demonstrate percussive energy.	4.2.1 Move with a burst of energy and stop that burst quickly when given an appropriate drum signal.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: K   Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives	Measures
5.1 Demonstrate fast and slow movement.	5.1.1 Maintain a slow speed of motion when using a rising and sinking action.
	5.1.2 Move quickly when using a rising and sinking action.
	5.1.3 Identify fast and slow speeds when observing an individual move.
5.2 Demonstrate combining slow and fast movements.	5.2.1 Demonstrate rising slowly and sinking quickly when using a rising and sinking action.

Grade Level: K: Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives	Measures
6.1 Demonstrate moving in personal space using the whole body.	6.1.1 Successfully demonstrate bending, shaking, turning, twisting, and swinging movement while remaining in a personal space.
	6.1.2 Identify bending, shaking, turning, twisting, and swinging movements when observing an individual move.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: K   Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement.

Objectives	Measures
7.1 Demonstrate traveling in general space.	7.1.1 Successfully demonstrate walking, hopping, stepping, rolling, and running.
	7.1.2 Successfully identify a run, roll, and turn when asked to observe the locomotor movements of specific animals.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: K

Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will develop skills in improvisation.

Objectives		Measures	
8.1	Demonstrate moving alone spontaneously with music.	8.1.1	Explore (movements unplanned) slow body action when listening to a selected piece of music designed for slow movement.
8.2	Demonstrate moving alone spontaneously while exploring curved body shapes.	8.2.1	Explore a variety of ways of making curved body shapes while rising and sinking.

Grade 1 Outline

1. Develop a positive attitude toward self, others, and the dance experience.
    - 1.1 Willingly participate in the dance experience.
    - 1.2 Work cooperatively with another person.
    - 1.3 Understand that dance is expressive movement.

2. Develop kinetic awareness.
    - 2.1 Demonstrate an understanding of different body parts.
    - 2.2 Demonstrate the difference in producing motion and maintaining stillness.
    - 2.3 Demonstrate that movement can be far away from or close to the body.

3. Understand the concept of space.
    - 3.1 Demonstrate the use of personal and general space.
    - 3.2 Demonstrate body shapes in stillness and motion.
    - 3.3 Identify curved and angular shapes.
    - 3.4 Identify the directions of backward, forward, up and down.
    - 3.5 Demonstrate movement in a curved pathway.
    - 3.6 Demonstrate movement in an angular pathway.

4. Understand the concept of energy.
    - 4.1 Demonstrate the use of sustained and percussive energy.
    - 4.2 Demonstrate the use of heavy and light movement.
    - 4.3 Identify heavy and light.

5. Understand the concept of time.
    - 5.1 Demonstrate the use of slow and fast movement.
    - 5.2 Recognize fast and slow tempo in three musical compositions.
    - 5.3 Demonstrate basic rhythmic counting.

6. Understand non-locomotor movement.
    - 6.1 Understand moving in personal space using the whole body in a variety of ways.
    - 6.2 Understand combining two non-locomotor actions and repeating the two actions in sequence.

7. Understand locomotor movement.
    - 7.1 Understand movement which takes place in general space.
    - 7.2 Understand combinations of locomotor patterns.

8. Understand skills in sequence.

    8.1 Demonstrate making a simple movement sequence with sound accompaniment repeated.
    8.2 Demonstrate a simple movement sequence with sound accompaniment.

9. Understand skills in technique.

    9.1 Demonstrate technique to promote flexibility and strength.

10. Understand the concept of making a composition.

    10.1 Understand that idea and concepts can be translated into movement.

11. Develop skills in composition.

    11.1 Understand that a sequence of movement has a beginning, middle, and end.
    11.2 Translate simple ideas into dance.

12. Develop skills in improvisation.

    12.1 Demonstrate the ability to move alone while exploring locomotor movement.
    12.2 Demonstrate the ability to improvise in order to discover movements related to specific objects or ideas.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and the dance experience.

Objectives		Measures	
1.1	Willingly participate in the dance experience.	1.1.1	Eagerly demonstrate movement with other students.
1.2	Work cooperatively with another person.	1.2.1	Mirror willingly the movements of another person.
1.3	Understand that dance is expressive movement.	1.3.1	Select and demonstrate shapes that express happy feelings and sad feelings.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1

Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will develop kinetic awareness.

Objectives		Measures	
2.1	Demonstrate an understanding of different body parts.	2.1.2	Transfer movement from one body part to another including feet, hands, hips, and shoulders.
		2.1.2	Name five selected body parts.
2.2	Demonstrate the difference in producing motion and maintaining stillness.	2.2.1	Successfully start and stop motion with a specific signal.
		2.2.2	Successfully choose when to stop and start the motion when asked to rise and sink in a personal space.
2.3	Demonstrate that movements can be far away from the body and close to the body.	2.3.1	Successfully demonstrate the action of opening (stretching) and closing (curling) the body.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives		Measures	
3.1	Demonstrate the use of personal and general space.	3.1.1	Successfully demonstrate combining traveling in general space, and opening and closing the whole body in personal space.
3.2	Demonstrate body shapes in stillness and motion.	3.2.1	Successfully demonstrate a curved body shape while maintaining stillness, and explore making curved shapes in general space.
3.3	Identify curved and angular shapes.	3.3.1	Observe and identify curved and angular shapes in nature.
		3.2.3	Classify a variety of natural objects according to shapes.
3.4	Identify the directions of backward, forward, up, and down.	3.4.1	Identify the direction of backward, forward, up, and down when asked to lead into those directions with specific body parts.
3.5	Demonstrate movement in a curved pathway.	3.5.1	Successfully travel from one place in the room to another in curved pathways.
3.6	Demonstrate movement in an angular pathway.	3.6.1	Successfully travel from one place in the room to another in angular pathways.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Demonstrate the use of sustained and percussive energy.	4.1.1 Demonstrate a variety of body parts meeting and parting while maintaining the same energy flow. 4.1.2 Demonstrate the contrast of sustained and percussive energy flow through a variety of body parts meeting (sustained) and parting (percussive).
4.2 Demonstrate the use of heavy and light movement.	4.2.1 Demonstrate heavy or firm movement when asked to use a "pressing" or "pushing" action. 4.2.2 Demonstrate light movement when asked to use a "floating" or "gliding" action.
4.3 Identify heavy and light.	4.3.1 Identify objects that are heavy and objects that are light.

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures	
5.1	Demonstrate the use of slow and fast movement.	5.1.1	Demonstrate the actions of sinking slowly and rising quickly.
5.2	Recognize fast and slow tempo in a musical composition.	5.2.1	Identify the difference in fast and slow tempo when listening to music.
5.3	Demonstrate basic rhythmic counting.	5.3.1	Clap the underlying beat of a simple 4/4 time musical composition.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives		Measures	
6.1	Understand moving in personal space using the whole body in a variety of ways.	6.1.1	Demonstrate bending, shaking, turning, twisting, and swing movement to appropriate musical accomplishment while remaining in a personal space.
6.2	Understand combining two non-locomotor actions and repeating the two actions in sequence.	6.2.1	Select two non-locomotor movements (shake/turn) and repeat the actions in sequence.

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement.

Objectives		Measures	
7.1	Understand movement which takes place in general space.	7.1.1	Successfully demonstrate walking, hopping, skipping, rolling, running, jumping, sliding, and turning in general space.
7.2	Understand combinations of of locomotor patterns.	7.2.1	Demonstrate traveling throughout the space combining different locomotor patterns, e.g., walk and run, jump and turn.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in sequence.

Objectives		Measures	
8.1	Demonstrate making a simple movement sequence that can be repeated.	8.1.1	Combine sinking and rising movements in personal space with traveling in general space and demonstrate the sequence four times (rising/sinking-travel, rising/sinking-travel, rising/sinking-travel, rising/sinking-travel).
8.2	Demonstrate a simple movement sequence with sound accompaniment.	8.2.1	Demonstrate transferring weight onto three different body parts in sequential order and repeat the sequence several times with a speech sound for each transfer of weight.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will understand skills in technique.

Objectives	Measures
9.1 Demonstrate techniques to promote flexibility and strength.	9.1.1 Demonstrate three warm-up exercises to promote flexibility.
	9.1.2 Demonstrate three warm-up exercises to promote strength.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Understand that ideas/concepts can be translated into movement.	10.1.1 Identify the characteristic shapes of animals and translate these to body shapes.
	10.1.2 Identify movement qualities of animals (strong/light) and translate these qualities into body movement.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in composition (making a dance).

Objectives	Measures
11.1 Understand that a sequence of movement has a beginning, middle, and end.	11.1.1 Demonstrate the ability to: - maintain a still body shape, - travel in general space, and - maintain an ending body shape.
11.2 Translate simple ideas into a dance.	11.2.1 Observe the shape changes of dance and translate these into movement using a beginning body shape, rising and sinking body, and an ending body shape.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 1 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop skills in improvisation.

Objectives	Measures
12.1 Demonstrate the ability to move alone while exploring locomotor movement.	12.1.1 Freely explore a variety of ways to travel in general space.
12.2 Demonstrate the ability to improvise in order to discover movements related to a specific object or idea.	12.2.1 Explore a variety of curved shapes and movement which express an idea such as the shape and lightness of clouds.

Grade 2 Outline

1. Develop a positive attitude toward self, others, and the dance experience.
   - 1.1 Demonstrate an awareness of the capabilities of others.
   - 1.2 Demonstrate communication and cooperation with others.
   - 1.3 Understand that dance is selected movement.

2. Develop kinetic awareness.
   - 2.1 Understand that different body parts can move in different ways.
   - 2.2 Understand that the body must be controlled for safe movement.
   - 2.3 Understand that different body parts can lead an action.
   - 2.4 Demonstrate that movement can expand and contract.
   - 2.5 Demonstrate flexion and tension.

3. Understand the concept of space.
   - 3.1 Demonstrate the use of personal and general space.
   - 3.2 Demonstrate curved and angular shapes in motion and stillness.
   - 3.3 Recognize critical differences in curved and angular shapes.
   - 3.4 Understand the directions of backward and forward.
   - 3.5 Understand the directions of up and down.
   - 3.6 Understand that pathways of movement can be along the floor or in the air.
   - 3.7 Understand that movement can take place at different levels.

4. Understand the concept of energy.
   - 4.1 Demonstrate the contrast of sustained and percussive energy.
   - 4.2 Understand the relationship of sound to heavy and light movement.
   - 4.3 Recognize heavy and light sound.
   - 4.4 Demonstrate vibratory (shaking) use of energy.
   - 4.5 Recognize vibratory movement in nature.

5. Understand the concept of time.
   - 5.1 Demonstrate the contrast of fast and slow movement.
   - 5.2 Understand repetition or making patterns of movement.
   - 5.3 Recognize visual patterns.
   - 5.4 Demonstrate pattern making in movement while using slow and fast movement.

6. Understand non-locomotor movement.
   - 6.1 Understand combining two non-locomotor actions with repeating the two actions in sequence.
   - 6.2 Understand combining two non-locomotor actions with changes in movement tempo.

7. Understand locomotor movement.

    7.1 Understand movement which takes place in general space.
    7.2 Understand combination of locomotor patterns.

8. Understand skills in sequence.

    8.1 Understand that movement can take place in succession.
    8.2 Recognize that sound can suggest movement possibilities.
    8.3 Demonstrate repetition of a single movement sequence.

9. Understand skills in technique.

    9.1 Understand the need for warm-up activities.
    9.2 Demonstrate techniques to promote flexibility and strength.

10. Understand the concept of composition.

    10.1 Recognize that dance has a beginning, middle, and end.
    10.2 Understand that ideas can be translated into dance.

11. Develop skills in composition.

    11.1 Translate simple ideas into dance.
    11.2 Recognize that a sequence of movement has a beginning, middle, and end.
    11.3 Combine simple sequences to make a dance.

12. Develop skills in improvisation.

    12.1 Demonstrate the ability to move alone while exploring locomotor and non-locomotor movement.
    12.2 Demonstrate the ability to follow another individual's movement/explorations.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and the dance experience.

Objectives	Measures
1.1. Demonstrate an awareness of the capabilities of others.	1.1.1 Choose ways to move which will enable the follower to mirror the action when asked to lead a mirroring experience with a partner.
1.2 Demonstrate communication and cooperation with others.	1.2.1 Demonstrate a "movement conversation" with a partner in order to develop a feel for communication through movement.
1.3 Understand that dance is selected movement.	1.3.1 Travel throughout the space using the feet in different ways and choose two of these ways to combine in a sequence.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will develop kinetic awareness.

Objectives		Measures	
2.1	Understand that body parts can move in different ways.	2.1.1	Demonstrate that body parts can move simultaneously, body parts can move in succession, and body parts can move so that they come together and separate.
2.2	Understand that the body must be controlled for safe moving.	2.2.1	Demonstrate the ability to transfer body weight from one body part to another while traveling in general space.
2.3	Understand that different body parts can lead an action.	2.3.1	Lead the action with different body parts, using the actions of opening and closing.
2.4	Demonstrate that movement can expand and contract.	2.4.1	Demonstrate the action of opening (stretching) and closing (contracting) the body.
2.5	Demonstrate flexion and extension.	2.5.1	Demonstrate flexing the feet and hands followed by extending the feet and hands.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Demonstrate the use of personal and general space.	3.1.1 Travel throughout the space contrasting motion with stillness.
3.2 Demonstrate curved and angular body shapes in motion and stillness.	3.2.1 Travel throughout the space contrasting curved and angular body shapes both in motion and on the spot.
3.3 Recognize critical differences in curved and angular shapes.	3.3.1 Successfully identify the difference when asked to look around the classroom for curved and angular shapes.
3.4 Understand the directions of backward and forward.	3.4.1 Demonstrate the use of forward and backward directions when asked to travel toward and away from a specific area of the room.
3.5 Understand the directions of up and down.	3.5.1 Demonstrate the use of up and down when asked to lead into these directions with different body parts while rising and sinking.
3.6 Understand that pathways of movement can be along the floor or in the air.	3.6.1 Demonstrate traveling in general space in curved pathways while creating curved pathways in the air with the arms.
3.7 Understand that movement can take place at different levels.	3.7.1 Demonstrate traveling and stopping at a low level, a middle level, and a high level.
	3.7.2 Make a firm-sudden movement and arrive at a different level with each beat in response to a drum beat.

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives		Measures	
4.1	Demonstrate the contrast of sustained and percussive energy.	4.1.1	Travel toward a partner with sustained energy and travel away using percussive energy in response to a drum beat.
4.2	Understand the relationship of sound to heavy and light movement.	4.2.1	Demonstrate sinking heavy and rising lightly in response to a drum beat and bell.
4.3	Recognize heavy and light sounds.	4.3.1	Match heavy sound with heavy movements and light sound with light movements when listening to a piece of music.
4.4	Demonstrate vibratory (shaking) use of energy.	4.4.1	Demonstrate vibratory head and and arm movements.
4.5	Recognize vibratory movement in nature.	4.5.1	Describe vibratory movement as observed in nature.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2   Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives	Measures
5.1 Demonstrate the contrast of fast and slow movements.	5.1.1. Demonstrate a rhythmic phrase while opening and closing the body, using sudden movement as the body contracts and slow movement as the body opens.
5.2 Understand repetition or making patterns of movement.	5.2.1 Listen to music which contains a simple sound pattern and demonstrate a movement pattern based on the sound pattern.
5.3 Recognize visual patterns.	5.3.1 Identify simple patterns in nature (patterns in rock formations, leaves, and tree trunks).
5.4 Demonstrate pattern making in movement while using slow and fast movement.	5.4.1 Demonstrate a repeated rhythmic phrase while opening and closing the body, using sudden movement as the body contracts and slow movement as the body opens.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives	Measures
6.1 Understand combining two non-locomotor actions and repeating the two actions in sequence.	6.1.1 Select and demonstrate two non-locomotor movements (twist-bounce) and repeat the actions in sequence.
6.2 Understand combining two non-locomotor actions with changes in movement tempo.	6.2.2 Demonstrate two non-locomotor movements (shake-push) while using a fast tempo with shaking and a slow tempo with pushing.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement.

Objectives	Measures
7.1 Understand movement which takes place in general space.	7.1.1 Demonstrate traveling throughout the space, using the feet in different ways (e.g., running, jumping, stepping, turning).
7.2 Understand combinations of locomotor patterns.	7.2.1 Demonstrate traveling throughout the space combining different locomotor patterns (e.g., walk and run, jump and turn).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in sequence.

Objectives		Measures	
8.1	Understand that movement can take place in succession.	8.1.1	Demonstrate transfering body weight to three different body parts and repeating the order of weight transfer (e.g., feet to hands to seat).
8.2	Recognize that sounds can suggest movement possibilities.	8.2.1	Demonstrate actions suggested to the learner by a variety of sounds.
8.3	Demonstrate repetition of a a single movement sequence.	8.3.1	Repeat the actions of rising and sinking while leading the rising action with hands and the sinking action with the head.

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DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will understand skills in technique.

Objectives	Measures
9.1 Understand the need for warm-up activities.	9.1.1 Describe the need for warm-up activities.
9.2 Demonstrate techniques to promote flexibility and and strength.	9.2.1 Demonstrate two techniques to promote leg and back flexibility and strength.
	9.2.2 Demonstrate two techniques to promote arm flexibility and strength.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Recognize that dance has a beginning, middle, and end.	10.1.1 Observe a sample dance on film and describe each part (beginning, middle, end).
	10.1.2 Demonstrate through repetition, a movement sequence using a beginning body shape, traveling in general space, and making an ending body shape in personal space.
10.2 Understand that ideas can be translated into dance.	10.2.1 Demonstrate machine motion in movement when studying about machines or inventions.
	10.2.2 Identify shapes and movement qualities (strong-light) and translate these to body movement when studying about animals.
	10.2.3 Demonstrate work actions (hammering, sawing, chopping, pushing, and pulling) when studying about occupations and work.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in composition (making a dance).

Objectives	Measures
11.1 Translate simple ideas into a dance.	11.1.1 Observe work actions such as hammering, chopping, and sawing, and make a sequence of actions using the work actions. 11.1.2 Observe how wind causes leaves to move and demonstrate those actions through a movement sequence.
11.2 Recognize that a sequence of movement has a beginning, middle, and end.	11.2.1 Observe another individual dance and describe each part of the dance.
11.3 Combine simple sequences to make a dance.	11.3.1 Demonstrate the combination of holding a shape in stillness and traveling throughout the space using a skip with rising and sinking actions on the spot, (shape, travel, rise/sink).

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Grade Level: 2 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop skills in improvisation.

Objectives	Measures
12.1 Demonstrate the ability to move alone while exploring locomotor and non-locomotor movement.	12.1.1 Demonstrate combining traveling throughout the space using the feet in different ways with rising and sinking on the spot.
12.2 Demonstrate the ability to follow another individual's movement/explorations.	12.2.1 Travel behind and beside another individual as the other individual travels throughout the space using the feet in different ways.

Grade 3 Outline

1. Develop a positive attitude toward self, others, and the dance experience.

    1.1 Demonstrate an awareness of capabilities and limitations of the body.
    1.2 Demonstrate the ability to observe and concentrate on work done by others.
    1.3 Demonstrate cooperation with a small group.
    1.4 Understand that dance is selected movement.

2. Develop kinetic awareness.

    2.1 Understand that different body parts can move in different ways.
    2.2 Understand that the body must be controlled for safe moving when moving with others.
    2.3 Demonstrate that movement can be larger and smaller.
    2.4 Demonstrate that different body parts can lead an action.
    2.5 Demonstrate that different body parts can support the body.

3. Understand the concept of space.

    3.1 Demonstrate changes of direction while traveling in general space.
    3.2 Recognize curved and angular shapes in nature.
    3.3 Demonstrate movement in curved and angular pathways.
    3.4 Demonstrate that pathway of movement can be along the floor or in the air.
    3.5 Identify the levels of high and low.
    3.6 Understand focus or centered.
    3.7 Understand open and closed space.

4. Understand the concept of energy.

    4.1 Demonstrate the contrast of sustained and percussive energy.
    4.2 Understand heavy and light movement.
    4.3 Understand vibratory movement.
    4.4 Understand swinging movement.

5. Understand the concept of time.

    5.1 Demonstrate the contrast of fast and slow movements.
    5.2 Demonstrate the use of meter in movement.
    5.3 Understand repetition or making patterns of movement.
    5.4 Recognize even and uneven time.

6. Understand non-locomotor movement.

    6.1 Identify non-locomotor action words.
    6.2 Recognize and be able to translate non-locomotor action words into movement.

7. Understand locomotor movement.

    7.1 Demonstrate combining two locomotor movements and pathways.
    7.2 Demonstrate combining two locomotor movements with variations in time.

8. Understand skills in sequence.

    8.1 Demonstrate the ability to change from one body action to another.
    8.2 Demonstrate a movement sequence with related sounds.

9. Understand skills in technique.

    9.1 Understand flexibility and strength.

10. Understand the concept of composition.

    10.1 Understand that sequence is a series of movements.
    10.2 Understand that dance has a beginning, middle, and end.
    10.3 Recognize the inherent movement possibilities of a story or poem.

11. Develop skills in composition.

    11.1 Recognize movement possibilities in words.
    11.2 Recognize movement possibilities in poems and stories.
    11.3 Demonstrate that dance has a beginning, middle, and end.

12. Develop skills in improvisation.

    12.1 Demonstrate the ability to move alone while exploring locomotor and non-locomotor movement.
    12.2 Demonstrate the use of improvisation to make dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and the dance experience.

Objectives	Measures
1.1 Demonstrate an awareness of capabilities and limitations of the body.	1.1.1 Demonstrate opening and closing actions in order to illustrate the range of body extension and contraction in response to a drumbeat.
1.2 Demonstrate the ability to observe and concentrate on work done by others.	1.2.1 Willingly observe and discuss specific aspects of a movement sequence demonstrated by others.
1.3 Demonstrate cooperation with a small group.	1.3.1 Demonstrate traveling to meet and traveling to part when working with a group of two or three individuals.
1.4 Understand that dance is selected movement.	1.4.1 Explore several ways of using the feet to travel to meet a partner and travel apart. Then select one locomotor movement to travel to meet and a second locomotor movement to travel apart.

ARTS EDUCATION
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Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will develop kinetic awareness.

	Objectives		Measures
2.1	Understand that different body parts can move in different ways.	2.1.1	Demonstrate that body parts can move simultaneously, in succession, and can come together and separate.
2.2	Understand that the body must be controlled for safe moving when moving with others.	2.2.1	Demonstrate, slow traveling to approach each other, when reaching each other the group twists in and acts (mingles) and holds a still position with a drum signal.
2.3	Demonstrate that movements can be larger and smaller.	2.3.1	Demonstrate opening and closing movements while changing levels through rising and sinking.
2.4	Demonstrate that different body parts can lead an action.	2.4.1	Demonstrate leading the action with different body parts using the actions of opening and closing.
2.5	Demonstrate that different body parts can support the body.	2.5.1	Demonstrate the ability to transfer body weight onto two or three different body parts while traveling in general space.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3
Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Demonstrate change of directions while traveling in general space.	3.1.1 Travel in general space while using forward, backward, and sideward directions in response to a drum-beat.
3.2 Recognize curved and angular shapes in nature.	3.2.2 Identify several curved and angular shapes in nature.
3.3 Demonstrate moving in curved and angular pathways.	3.3.1 Lead another individual while traveling in curved and straight pathways or lines.
3.4 Demonstrate that pathways of movement can be along the floor or in the air.	3.4.1 Demonstrate the combination of traveling in general space while creating curved pathways in the air with the arms and traveling in general space while creating angular pathways in the air with the arms.
3.5 Identify the levels of high and low.	3.5.1 Demonstrate traveling in general space, and in response to a drum-beat maintain stillness at a high level or low level.
3.6 Understand focus or centered.	3.6.1 Focus (look-center body attention) in the direction being lead into by a specific body part when asked to demonstrate rising and sinking actions while leading with different body parts.
3.7 Understand open and closed space.	3.7.1 Create a free movement phrase while opening and closing the body.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives		Measures	
4.1	Demonstrate the contrast of sustained and percussive energy.	4.1.1	Create a movement phrase which demonstrates changes from sudden energy to sustained energy.
4.2	Understand heavy and light movement.	4.2.1	Create a movement phrase placing strong and light accents in the same phrase.
4.3	Understand vibratory movement.	4.3.1	Create a movement phrase which demonstrates shaking isolated body parts such as head, hands, feet, and legs.
4.4	Understand swinging movement.	4.4.1	Create a movement phrase which demonstrates swinging movement.
		4.4.2	Identify objects that can swing (e.g., rope, scarf, hoop), and demonstrate a movement phrase while moving in relation to the object.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures	
5.1	Demonstrate the contrast of fast and slow movement.	5.1.1	Demonstrate the same movement phrase first in a sustained (slow) quality and then a sudden (fast) one.
5.2	Demonstrate the use of meter in movement.	5.2.1	Demonstrate walking to quarter notes while listening to a musical composition.
5.3	Understand repetition or making patterns of movement.	5.3.1	Create a simple rhythmic pattern by clapping the pattern and demonstrate a corresponding movement pattern.
5.4	Recognize even and uneven time.	5.4.1	Identify the difference between the two when asked to observe a dancer moving in both even and uneven time.
		5.4.2	Demonstrate a movement phrase in even time and uneven time.

ARTS EDUCATION
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Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives		Measures	
6.1	Identify non-locomotor action words.	6.1.1	Correctly use a variety of non-locomotor action words when asked to write a short poem which includes non-locomotor action words.
6.2	Recognize and be able to translate non-locomotor action words into movement.	6.2.1	Reproduce the words in movement when asked to read a poem which includes non-locomotor action words.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement.

Objectives	Measures
7.1 Demonstrate combining two locomotor movements and pathways.	7.1.1 Demonstrate skipping in a curved pathway and sliding in a straight pathway in response to a drum beat pattern.
7.2 Demonstrate combining two locomotor movements with variation in time.	7.2.1 Demonstrate a slow walk and a quick turn movement sequence in response to a drum beat pattern.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in sequence.

Objectives	Measures
8.1 Demonstrate the ability to change from one body action to another.	8.1.1 Demonstrate a movement phrase consisting of twisting, sinking, and exploding, and repeat the phrase several times.
8.2 Demonstrate a movement sequence with related sounds.	8.2.1 Create a vocal sound sequence and demonstrate a movement sequence with the sounds.

Grade Level: 3

Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will understand skills in technique.

Objectives	Measures
9.1 Understand flexibility and strength.	9.1.1 Demonstrate four warm-up techniques that promote flexibility and strength.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Understand that sequence is a series of movements.	10.1.1 Successfully demonstrate a movement sequence based on the words pull-push-strip.
10.2 Understand that dance has a beginning, middle, and end.	10.2.1 Translate the story of a volcanic eruption into a movement sequence.
10.3 Recognize the inherent movement possibilities in a story or poem.	10.3.1 Describe the inherent movement possibilities in a story or poem.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3

Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in composition (making a dance).

Objectives	Measures
11.1 Recognize movement possibilities in words.	11.1.1 List several words which can be translated into movement.
11.2 Recognize movement possibilities in poems and stories.	11.2.1 Select a line from the poem or story and demonstrate a movement sequence which translates the line into movement.
11.3 Demonstrate that a dance has a beginning, middle, and end.	11.3.1 Write a short poem involving a sequence of events such as snow falling, melting, and refreezing, and demonstrate a movement sequence translating the ideas in the poem.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 3 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop skills in improvisation.

Objectives	Measures
12.1 Demonstrate the ability to move alone while exploring locomotor and non-locomotor movement.	12.1.1 Demonstrate combining traveling through the space using the feet in different ways with rising and sinking on the spot.
12.2 Demonstrate the use of improvisation to make a dance.	12.2.1 Explore several actions through movement and select two of the actions for a movement phrase when studying about occupations.

GRADES 4-6

Major Emphases

During the intermediate grades, the creative emphasis begun in the early childhood years is continued as students are introduced to a more sophisticated concept of dance. The vocabulary used for dance becomes important as students are required to enter into more analysis and discussion related to their work. Locomotor and non-locomotor skills are practiced to develop control of the body and improvisational opportunities are abundant.

Problem recognition and problem-solving become vehicles for creating dance. Simple compositions which explore uses of time, space, and energy should be an outgrowth of new concepts presented in class. Students share their work with one another and are both doers and viewers of dance.

At this grade level books, artwork, tapes, and other forms of information on the dance and its history are appropriately introduced. An enriched understanding and appreciation of dance is fostered by study of specific peoples whose use of dance is reflective of their culture. With this approach, it is appropriate for students to be taught predetermined patterns of dance, such as popular folk dances.

Grade 4 Outline

1. Develop a positive attitude toward self, others, and the dance experience.

    1.1 Demonstrate the ability to share and discuss ideas with a group.
    1.2 Demonstrate the ability to lead others and adapt to the leadership of others.
    1.3 Understand that dance is selected movement.
    1.4 Understand that dance is a way to communicate.

2. Develop kinetic awareness.

    2.1 Be aware that different body parts have different capacities for movement.
    2.2 Recognize symmetrical and asymmetrical body shapes.
    2.3 Understand that different body parts can lead movement.
    2.4 Understand that movements can be larger and smaller.
    2.5 Demonstrate that different body parts can support the body.

3. Understand the concept of space.

    3.1 Understand traveling in curved pathways.
    3.2 Be aware of a wide variety of words which describe space.
    3.3 Recognize the difference in curved and angular body shapes.
    3.4 Understand that specific use of pathways and levels can become dance.
    3.5 Understand that movement can be near or extend away from the body.
    3.6 Recognize the words of basic space concepts.
    3.7 Combine the elements of pathway, shape, and levels to make a dance.

4. Understand the concept of energy.

    4.1 Be aware of different combinations of energy in movement.
    4.2 Be aware of the uses of energy combinations.
    4.3 Be aware of the uses of energy combinations when making a dance.

5. Understand the concept of time.

    5.1 Recognize measured time.
    5.2 Demonstrate varied rhythmic combinations within a given metric scheme.
    5.3 Recognize the difference in measured and unmeasured time.
    5.4 Recognize accented and unaccented time.

6. Understand non-locomotor movement.

    6.1 Combine non-locomotor movement with the elements of time and space.
    6.2 Combine non-locomotor movement with the elements of space and time to make a dance.

7. Understand locomotor movement.

   7.1 Combine locomotor movement with the elements of time, space, and energy.
   7.2 Combine locomotor movement and rhythm.

8. Understand skills in sequence.

   8.1 Form sequence.
   8.2 Repeat sequences.
   8.3 Be aware of movement and sound sequence possibilities.

9. Understand skills in technique.

   9.1 Recognize techniques to promote flexibility.
   9.2 Be aware of the need for warm-up techniques.

10. Understand the concept of composition.

    10.1 Understand that increased movement vocabulary contributes to the development of form in dance.
    10.2 Understand the importance of repetition in order to remember sequences of movement in a dance.
    10.3 Be aware of the role of finding movement material for a dance through improvisation.
    10.4 Be aware of the importance of a partner in making dance.

11. Develop skills in composition.

    11.1 Extend the movement vocabulary of the body to allow for variety in composition.
    11.2 Recognize that a whole dance can be developed from selected parts of movement phrases.
    11.3 Be aware of the need for concentration to promote quality dance.

12. Develop skills in improvisation.

    12.1 Demonstrate improvising alone.
    12.2 Demonstrate the use of improvisation to form a dance with a partner.
    12.3 Understand the use of improvisation to form a dance with a partner.
    12.4 Understand the use of improvisation to form a dance with a small group.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward, her/himself, others, and the dance experience.

Objectives	Measures
1.1 Demonstrate the ability to share and discuss ideas with a group.	1.1.1 Plan with the group to determine a common theme for the dance.
1.2 Demonstrate the ability to lead others and adapt to the leadership of others.	1.2.1 Demonstrate the ability to travel throughout general space with changes in direction, level, and speed, while others follow her/his lead.
	1.2.2 Demonstrate the ability to travel through general space with changes in direction, level, and speed, while following a leader.
1.3 Understand that dance is selected movement.	1.3.1 Select an idea for a dance, explore movement possibilities for the idea and choose appropriate movement to express that idea.
1.4 Understand that dance is a way to communicate.	1.4.1 Observe dances created by others and discuss thoughts, feelings, and ideas which are communicated.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will develop kinetic awareness.

Objectives		Measures	
2.1	Be aware that different body parts have different capacities for movement.	2.1.1	Demonstrate traveling in general space combined with turning on the spot.
2.2	Recognize symmetrical and and asymmetrical body shapes.	2.2.1	Identify three symmetrical body shapes and three asymmetrical body shapes when demonstrated by another individual.
2.3	Understand that different body parts can lead movement.	2.3.1	Demonstrate a movement phrase in which three different body parts lead the actions of rising and sinking.
2.4	Understand that movements can be larger and smaller.	2.4.1	Demonstrate opening and closing movements while traveling toward and away from an area in the room.
2.5	Demonstrate that different body parts can support the body.	2.5.1	Demonstrate the ability to transfer body weight onto three or four different body parts while traveling in general space.
		2.5.2	Maintain a sustained energy flow while transfering body weight from one part to another while traveling in general space.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Understand traveling in curved pathways.	3.1.1 Identify the curved pathways of travel when observing an individual travel in general space.
3.2 Be aware of a wide variety of space words such as over, under, above, below, through, towards, away, from, near, far, close to, around, and up against.	3.2.1 Translate the words "over", "under", and "around" into a movement sequence.
3.3 Recognize the difference in curved and angular body shapes.	3.3.1 Identify the difference when observing an individual demonstrate curved and angular body shapes.
3.4 Understand that specific use of pathways and levels can become dance.	3.4.1 Translate a written phrase into a sequence of movements, i.e., a winding road took us down into valleys and high stop hills, over and over the road did wind until dizzy, dizzy we fell in a tizzy.
3.5 Understand that movement can be near the body or extend away from the body.	3.5.1 Demonstrate a movement sequence based on scattering and gathering actions.
3.6 Recognize the words of basic space concepts such as under, over, above, below, through, towards, away from, near, far, and around.	3.6.1 Translate at least three space words into a movement sequence with a partner.
3.7 Combine the elements of pathway, shape, and levels to make a dance.	3.7.1 Demonstrate a movement phrase based on a poem or story, which incorporates the elements of pathway, body shape, and levels.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4

Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Be aware of different combinations of energy in movement.	4.1.1 Demonstrate the contrast of a gliding movement and a slashing movement.
	4.1.2 Demonstrate the contrast of a pressing movement and a flicking movement.
4.2 Be aware of the use of energy combinations.	4.2.1 Identify differences in sustained and percussive energy when observing a dance.
4.3 Be aware of the use of energy combinations when making a dance.	4.3.1 Select two musical instruments of different sound quality (drum-bells) and demonstrate a movement phrase which translates each sound to movement.
	4.3.2 Select from a list three "energy" words which contrast with each other and demonstrate a movement sequence based on the three words (e.g., float--flutter--slash).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4

Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives	Measures
5.1 Recognize measured time.	5.1.1 Clap the underlying beat when listening to a musical composition.
5.2 Demonstrate varied rhythmic combinations within a given metric scheme.	5.2.1 Write a rhythm pattern and correctly use a variety of note values in each measure.
	5.2.2 Demonstrate a movement phrase based on a rhythm pattern which s/he has written.
5.3 Recognize the difference in measured and unmeasured time.	5.3.1 Demonstrate a nonmetric movement phrase with variations in light and strong and then fit the phrase into a metric framework.
5.4 Recognize accented and unaccented time.	5.4.1 Correctly clap the accented notes loudly and the unaccented notes softly when reading a notated rhythmic pattern with specific accent marks.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4

Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives		Measures	
6.1	Combine non-locomotor movement with the elements of time and space.	6.1.1	Demonstrate an opening and closing sequence of movements using sudden movement as the body contracts and sustained movement as the body opens.
6.2	Combine non-locomotor movement with the elements of space and time to make a dance.	6.2.1	Demonstrate translating the work actions of pulling, pushing, and swinging into dance through variation in space and time.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement

Objectives	Measures
7.1 Combine locomotor movement with the elements of time, space, and energy.	7.1.1 Demonstrate a skip with variation in level and speed of movement.
	7.1.2 Demonstrate a slide with variation in direction and speed of movement.
	7.1.3 Demonstrate combining a run and jump with variation in direction and level.
7.2 Combine locomotor movement and rhythm.	7.2.1 Write a rhythmic pattern and demonstrate a locomotor movement pattern with the rhythmic pattern.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in sequence.

Objectives		Measures	
8.1	Form a sequence.	8.1.1	Use percussion instruments to create a rhythmic pattern and demonstrate a dance with the rhythmic pattern.
8.2	Repeat a sequence.	8.2.1	Repeat a movement phrase six times in response to a drum beat rhythmic pattern.
8.3	Be aware of movement and sound sounds sequence possibilities.	8.3.1	Identify a wide variety of sounds such as natural, vocal, and instrumental, and demonstrate a movement sequence with two selected sounds.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will understand skills in technique.

Objectives		Measures	
9.1	Recognize techniques to promote flexibility, strength, and endurance.	9.1.1	Remember and demonstrate two techniques to promote flexibility, three techniques to promote strength, and three techniques to promote endurance.
9.2	Be aware of the need for warm-up techniques.	9.2.1	Describe the need for warm-up techniques and identify specific techniques which promote flexibility, strength, and endurance.

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Understand that increased movement vocabulary contributes to the development of form in dance.	10.1.1 Expand a work action (e.g., chopping) through rhythmic repetition and by enlarging the pattern of the action.
10.2 Understand the importance of repetition in order to remember sequences of movement in a dance.	10.2.1 Demonstrate a movement phrase and be able to teach a partner that same movement phrase.
10.3 Be aware of the role of finding movement material for a dance through improvisation.	10.3.1 Select specific literal gestures as content for a dance and expand these gestures through variation in time, space, and energy, selecting appropriate variations.
10.4 Be aware of the importance of a partner in making a dance.	10.4.1 Demonstrate watching and concentrating on a partner while copying the movements of a partner.
	10.4.2 Demonstrate a movement conversation during which each individual watches the other in order to make a movement reply.

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in composition (making a dance).

Objectives	Measures
11.1 Extend the movement vocabulary of her/his body to allow for variety in composition.	11.1.1 Demonstrate a range of effort actions which have a specific use of time, space, and energy (e.g., slash, float, press, flick).
11.2 Recognize that a whole dance can be developed from selected parts of movement phrases.	11.2.1 Achieve variation of literal gesture through variation in time, space, and energy, and choose appropriate variations for a dance.
11.3 Be aware of the need for concentration to promote quality dance.	11.3.1 Identify concentrated effort and discuss its importance to the dance.

Grade Level: 4 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop skills in improvisation.

Objectives	Measures
12.1 Demonstrate improvising alone.	12.1.1 Explore the movement qualities suggested by each sound when listening to a sequence of a variety of sounds.
12.2 Demonstrate the use of improvisation to form a dance.	12.2.1 Explore variations of each action and demonstrate the three part sequence several times when asked to make a dance using collapse, stretch, and swing.
12.3 Understand the use of im provisation to form a dance with a partner.	12.3.1 Explore the locomotor possibilities and choose two for a movement sequence in making a dance with a partner.
12.4 Understand the use of improvisation to form a dance with a small group.	12.4.1 Explore her/his individual body shapes and recognize how these shapes can become part of the group shape when asked to make group shapes with three or four individuals.

Grade 5 Outline

1. Develop a positive attitude toward self, others, and dance as an art form.
    - 1.1 Demonstrate a supportive attitude toward the work of others.
    - 1.2. Respond freely to thoughts, ideas, and feelings through movement.
    - 1.3 Work well with others.
    - 1.4 Understand that there are many ways to form and make dance.
    - 1.5 Understand that dance is selected movement to produce a desired effect.

2. Understand the concept of kinetic awareness.
    - 2.1 Demonstrate that different body parts have different capabilities for movement.
    - 2.2 Understand that proper body maintenance is essential for dance.
    - 2.3 Be aware of the range of movement.
    - 2.4 Understand that proper body carriage is important.
    - 2.5 Identify the elements of proper body mechanics for the dancer.

3. Understand the concept of space.
    - 3.1 Understand traveling in general space in curved pathways combined with maintaining stillness in personal space, at different levels.
    - 3.2 Be aware of a wide variety of space words which result from moving in specific directions.
    - 3.3 Understand that specific use of general space, direction, and focus can become dance.
    - 3.4 Recognize the words of basic space concepts.

4. Understand the concept of energy.
    - 4.1 Be aware of different combinations of energy in movement.
    - 4.2 Be aware of the use of different amounts of energy.
    - 4.3 Be aware of the flow of movement.
    - 4.4 Be aware of energy and its relationship to shape.

5. Understand the concept of time.
    - 5.1 Demonstrate varied rhythmic combinations within a given metric scheme.
    - 5.2 Recognize the difference in measured and unmeasured time.
    - 5.3 Be aware of the difference in accented and unaccented time.
    - 5.4 Understand pattern.

6. Understand non-locomotor movement.
    - 6.1 Be aware of a wide variety of non-locomotor movement.
    - 6.2 Explore non-locomotor movement using the elements of time, space, and energy.

7. Understand locomotor movement.

    7.1 Combine locomotor movement using the elements of time, space, and energy.
    7.2 Combine locomotor movement using pattern and rhythm.
    7.3 Recognize and describe differences in locomotor movements.

8. Understand skills in sequence.

    8.1 Form and extend a sequence.
    8.2 Use repetition in order to retain sequence.
    8.2 Use simple sequence in relation to sound.

9. Understand skills in technique.

    9.1 Remember simple technique.
    9.2 Be aware of warm-up techniques for specific parts of the body.

10. Understand the concept of composition.

    10.1 Be aware that ideas and their relation to other ideas strengthen the dance.
    10.2 Understand the relationship of parts to the whole in composition.
    10.3 Discover movement material for dance through self-improvisation.
    10.4 Be aware of communication among members of a group when making a group dance.

11. Develop skills in composition.

    11.1 Extend the movement vocabulary of the body and allow for variety in composition.
    11.2 Recognize that a whole dance can be developed from selected parts of movement phrases.
    11.3 Demonstrate the necessary focus and concentration to promote quality in dance.
    11.4 Use improvisation to find movement material for a dance.

12. Develop skills in improvisation

    12.1 Demonstrate improvising alone.
    12.2 Improvise in order to make a dance.
    12.3 Improvise with a partner.
    12.4 Improvise with groups of individuals and use the improvisations to form dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and dance as an art form.

Objectives		Measures	
1.1	Demonstrate a supportive attitude toward the work of others.	1.1.1	Contribute willingly when asked to improvise group shapes with others.
1.2	Respond freely to her/his thoughts, feelings, and ideas through movement.	1.2.1	Willingly discuss possible ideas for a dance with others and willingly demonstrate movement possibilities related to these ideas with others.
1.3	Work well with others.	1.3.1	Listen to others, respond, and select a mutually agreed upon theme when asked to decide on a theme for a small group dance.
1.4	Understand that there are many ways to form and make dance.	1.4.1	Make a dance based on the use of imagery and present the dance to the class.
1.5	Understand that dance is selected movement chosen to produce a desired effect.	1.5.1	Improvise and choose the appropriate movements when asked to communicate specific moods.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will understand the concept of kinetic awareness.

Objectives		Measures	
2.1	Demonstrate that different body parts have different capabilities for movement.	2.1.1	Demonstrate that different parts of the body can contact each other in a variety of ways (i.e., be near, touch, interlink, surround, go away, avoid, and go around).
2.2	Understand that proper body maintenance is essential for dance.	2.2.1	Verbally describe the reasons for proper body maintenance in relation to dance.
2.3	Be aware of the range of movement.	2.3.1	Identify and discuss differences in flexion, extension, and rotation in movement.
2.4	Understand that proper body carriage is important.	2.4.1	Identify and verbally describe the benefits of proper body carriage and the dangers of improper body carriage.
2.5	Identify the elements of proper body mechanics for the dancer.	2.5.1	Describe proper body mechanics for the dancer in terms of posture, breathing, and leg rotation.

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives		Measures	
3.1	Understand traveling in general space and in curved pathways, combined with maintaining stillness in personal space at different levels.	3.1.1	Make a dance using a combination of general space, curved pathways, and stillness in personal space at different levels
3.2	Be aware of a wide variety of space words which result from moving in specific directions--rising, falling, crossing, advancing, retreating.	3.2.1	Observe another individual and identify the direction traveled through the use of each space word (i.e., up/down, right/left, forward/backward).
3.3	Understand that specific use of general space, direction, and focus can become dance.	3.3.1	Make a dance using walks in different directions with changes in focus or gaze.
3.4	Recognize the words of basic space concepts (i.e., under, over, above, below, through, towards, away from, near, far, and around).	3.4.1	Identify the appropriate word for each action when observing two individuals translate space words into movement.

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives		Measures	
4.1	Be aware of different combinations of energy in movement.	4.1.1	Demonstrate the contrast of pressing and gliding in a movement sequence.
4.2	Be aware of the use of different amounts of energy (heavy/light).	4.2.1	Demonstrate a dance in which the action of swinging gradually changes from light to heavy.
4.3	Be aware of the flow of movement.	4.3.1	Demonstrate a dance which contrasts simultaneous flow of movement with successive flow of movement.
4.4	Be aware of energy (effort) and its relationship to shape.	4.4.1	Will be able to identify the inherent energy of each body shape (i.e., floating/round shapes, dabbing/zig-zag or angular shape) when observing another individual create a variety of body shapes in combination with specific uses of energy.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5   Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures	
5.1	Demonstrate varied rhythmic combinations within a given metric scheme.	5.1.1	Write a rhythm pattern and make a dance which translates each note value into movement.
5.2	Recognize the difference in measured and unmeasured time.	5.2.1	Demonstrate a nonmetric movement phrase with variation in energy (sudden-sustained) and then fit the phrase into a metric framework.
5.3	Be aware of the difference in accented and unaccented time.	5.3.1	Demonstrate a movement phrase with a strong accent at the beginning and end of the phrase.
5.4	Understand pattern (repeat).	5.4.1	Make a dance using the musical phrases of a selected piece and be able to repeat the dance when the musical phrasing repeats.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor movement.

Objectives		Measures	
6.1	Be aware of a wide variety of non-locomotor movement.	6.1.1	Demonstrate and identify at least ten non-locomotor movements.
6.2	Explore non-locomotor movement using the elements of time, space, and energy.	6.2.1	Demonstrate expanding and contracting movments with variation in level and speed.
		6.2.2	Demonstrate pushing and pulling movements with variation in direction, level, body shape, and weight (light-firm).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will understand locomotor movement.

Objectives	Measures
7.1 Combine locomotor movement using the elements of time, space, and energy.	7.1.1 Make a dance using a combination of walks and runs at different speeds and directions.
	7.1.2 Make a dance using a combination of skips and turns at different levels, in different pathways, and different speeds.
7.2 Combine locomotor movement using pattern and rhythm.	7.2.1 Write a rhythm pattern and demonstrate a movement phrase which reproduces it exactly in locomotor movements.
7.3 Recognize and describe differences in locomotor movements.	7.3.1 Identify six different locomotor movements and describe the rhythmic structure and weight transference of each.

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in sequence.

Objectives		Measures	
8.1	Form and extend a sequence.	8.1.1	Develop an ending movement phrase to relate to an introductory phrase developed by another individual.
8.2	Use repetition in order to retain sequence.	8.2.1	Demonstrate a sequence several times in order to extend the ideas of other dancers.
8.3	Use simple sequence in relation to sound.	8.3.1	Create a simple sequence of vocal sounds and make a movememt sequence using the pattern, (i.e., chants with ritual dance).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will understand skills in technique.

Objectives		Measures	
9.1	Remember simple technique and begin to take responsibility for warming up the body.	9.1.1	Demonstrate leading the class in six warm-up techniques.
9.2	Be aware of warm-up techniques for specific parts of the body.	9.2.1	Demonstrate two warm-up techniques for the following parts of the body: torso, head and torso, hips, and legs and hips.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Be aware that ideas and their relation to other ideas strengthen the dance.	10.1.1 Listen to ideas and incorporate them with her/his own ideas in order to develop the dance.
10.2 Understand the relationship of the parts to the whole in composition.	10.2.1 Make a sequence of movements that are different from the movement sequences of others in the dance yet related to the group when creating a dance with a small group.
10.3 Discover movement material for a dance through self-improvisation.	10.3.1 Successfully make an ending movement phrase to relate to an introductory phrase developed by another individual.
10.4 Be aware of communication among members of a group when making a group dance.	10.4.1 Pick up a movement passed to her/him by an individual and pass it to another group member.
	10.4.2 Create group shapes and energy variations in response to the following phrases; "We are a solid strong group, and we are a light loose group."

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in composition (making a dance).

Objectives	Measures
11.1 Extend the movement vocabulary of her/his body and allow for variety in composition.	11.1.1 Demonstrate a range of effort actions which have specific uses of time, space, and energy (i.e., slash, float, press, flick, glide, wring, thrust, and dab).
11.2 Recognize that a whole dance can be developed from selected parts of movement phrases.	11.2.1 Make movement phrases from each word and combine parts of the phrases to make a dance when given three words on which to base a dance.
11.3 Demonstrate the necessary focus and concentration to promote quality in dance.	11.3.1 Demonstrate a movement phrase while constantly focusing on one selected point throughout the phrase.
11.4 Use improvisation to find movement material for a dance.	11.4.1 Freely explore movement which focuses on the problem (task) and be able to discover movement phrases for use in a dance when presented with an improvisational problem (task).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 5 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop skills in improvisation.

Objectives	Measures
12.1 Demonstrate improvising alone.	12.1.1 Explore a variety of ways to move that relate to the prop (i.e., shape, movement quality, pathway, levels, and direction when using a specific object or prop as the basis for the improvisation.
12.2 Improvise in order to make a dance.	12.2.1 Discover movement phrases which complement the music and select movement phrases for use in the dance when listening to a musical composition.
12.3 Improvise with a partner.	12.3.1 Demonstrate a variety of movement possibilities for use in a dialogue or movement conversation with a partner which established a specific mood to the dialogue, (i.e., argumentative, playful, and somber.
12.4 Improvise with groups of individuals and use the improvisations to form dance.	12.4.1 Explore the movement possibilities and develop the relationship of her/his movements with others in the group.

Grade 6 Outline

1. Develop a positive attitude toward self, others, and dance as an art form.
   - 1.1 Be aware of the significance of one's contributions to the dance experience.
   - 1.2 Be supportive of the work of others.
   - 1.3 Understand that dance is selected movement to produce a desired effect.

2. Understand the concept of kinetic awareness.
   - 2.1 Recognize that different body parts have different capacities for movement.
   - 2.2 Be aware of the importance of good body alignment.
   - 2.3 Be aware of range of movement.
   - 2.4 Identify and demonstrate the element of proper body mechanics for the dancer.

3. Understand the concept of space.
   - 3.1 Be aware of dimension in space.
   - 3.2 Be aware of a wide variety of space words which result from moving in specific directions.
   - 3.3 Combine elements of space to make a dance.

4. Understand the concept of energy.
   - 4.1 Describe the time, weight, space, and flow elements of eight basic effort actions.
   - 4.2 Combine the elements of energy into dance.
   - 4.3 Be aware of energy in everyday usage.

5. Understand the concept of time.
   - 5.1 Recognize the differences in measured and unmeasured time.
   - 5.2 Be aware of the combination of tempo and time (sudden-sustained) change.
   - 5.3 Be aware of the difference in accented and unaccented time.
   - 5.4 Recognize the difference in the underlying beat of a piece of music and the rhythmic pattern.

6. Understand non-locomotor and locomotor movement.
   - 6.1 Combine non-locomotor and locomotor movement.
   - 6.2 Combine non-locomotor and locomotor movement in the body to make dance.
   - 6.3 Combine non-locomotor and locomotor movement using the elements of time, space, and energy.

7. Understand skills in sequence.

    7.1 Form and extend sequence.
    7.2 Use simple sequences in relation to sound.

8. Understand skills in technique.

    8.1 Remember simple technique and begin to take responsibility for warming up the body.
    8.2 Be aware of warm-up techniques for specific parts of the body.

9. Develop skills in composition.

    9.1 Extend the movement vocabulary of the body to allow for variety in composition.
    9.2 Demonstrate the necessary focus and concentration to promote quality in dance.

10. Understand the concept of composition.

    10.1 Be aware that ideas and their relationship to other ideas strengthens the dance.
    10.2 Understand the relationship of parts to the whole in composition.
    10.3 Discover movement material for dance through improvisation.

11. Develop skills in improvisation.

    11.1 Demonstrate improvising alone.
    11.2 Improvise to make a dance.
    11.3 Improvise with a partner.
    11.4 Improvise with groups of individuals and use the improvisations to form dance.

12. Develop a basis for dance criticism.

    12.1 Develop skills in observing dance.
    12.2 Analyze specific relationships or parts of the dance to the whole composition.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and dance as an art form.

Objectives		Measures	
1.1	Be aware of the significance of her/his contributions to the dance experience.	1.1.1	Confidently demonstrate a movement sequence to the class when asked to do so.
1.2	Be supportive of the work of others.	1.2.1	Extend ideas and movement sequences created by others.
1.3	Understand that dance is selected movement to produce a desired effect.	1.3.1	Improvise and select appropriate movement phrases to communicate specific images through dance (e.g, cats, clouds).
		1.3.2	Discover and select the appropriate movement phrases which will communicate the meaning of the ritual when making a dance based on a specific American Indian Ritual.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will understand the concept of kinetic awareness.

Objectives		Measures	
2.1	Recognize that different body parts have different capacities for movement.	2.1.1	Demonstrate leading movements with specific body parts and traveling while transferring the weight to a variety of body parts.
2.2	Be aware of the importance of good body alignment.	2.2.1	Identify specific areas of concern with regard to body alignment (i.e., stretching knee, misalignment of legs, and feet.
2.3	Be aware of range of movement.	2.3.1	Demonstrate and discuss the difference in flexion, extension, and rotation.
2.4	Identify and demonstrate the elements of proper body mechanics for the dancer.	2.4.1	Demonstrate and describe proper body mechanics in terms of posture, breathing, and leg rotation.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives		Measures	
3.1	Be aware of dimension in space.	3.1.1	Demonstrate a movement phrase, continually increasing the range from small to large.
3.2	Be aware of a wide variety of space words which result from moving in specific directions (i.e., rising, sinking, crossing, advancing, and retreating.	3.2.1	Combine selected space words and develop a movement phrase based on the words.
3.3	Combine elements of space to make a dance.	3.3.1	Vary original movement sequences through level, focus, direction, and dimension.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Describe the time, weight, space, and flow elements of eight basic effort actions.	4.1.1 Identify and write the appropriate time, weight, space, and flow elements for each effort action when observing another individual present each of the eight basic effort actions.
4.2 Combine the elements of energy into dance.	4.2.1 Select two effort actions and create a locomotor sequence using the effort actions as a basis.
	4.2.2 Select a thought from a poem which matches one or two of the effort actions and compose a movement sequence which translates the thought into a movement phrase.
4.3 Be aware of energy (effort) in everyday usage.	4.3.1 Observe everyday activities and analyze them according to the elements of weight, time, space, and flow.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures	
5.1	Recognize the difference in measured and unmeasured time.	5.1.1	Demonstrate an unmeasured rhythm phrase based on weight and time changes and then demonstrate the same phrase in a measured framework.
5.2	Be aware of the combination of tempo and time (sudden-sustained) change.	5.2.1	Demonstrate a metric movement phrase with changes in time (sudden-sustained), but maintain a steady tempo throughout.
5.3	Be aware of the difference in accented and unaccented time.	5.3.1	Demonstrate a movement phrase using both light and strong accents.
5.4	Recognize the difference in the underlying beat of a piece of music and the rhythmic pattern.	5.4.1	Clap the underlying beat and move to the rhythmic pattern when listening to a musical composition.

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand non-locomotor and locomotor movement.

Objectives		Measures	
6.1	Combine non-locomotor and locomotor movement.	6.1.1	Demonstrate a sequence of swinging movements with a slide and turn (non-locomotor/locomotor).
6.2	Combine non-locomotor movement in the body to make dance.	6.2.1	Select a thought from a poem which matches one or two non-locomotor movements and compose a dance which translates the thought to movement.
6.3	Combine non-locomotor and locomotor action using the elements of time, space, and energy.	6.3.1	Combine skipping and turning with rising and sitting while varying the dynamics, level, and tempo (slow-fast).

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 7 The learner will understand skills in sequence.

Objectives	Measures
7.1 Form and extend a sequence.	7.1.1 Successfully develop a middle and ending movement phrase to relate to an introductory phrase developed by another individual.
7.2 Use a simple sequence in relation to sound.	7.2.1 Create a simple sequence of movement which relates to a selected pattern of sound.

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand skills in technique.

Objectives		Measures	
8.1	Remember simple technique and begin to take responsibility for warming up the body.	8.1.1	Demonstrate and describe eight warm-up techniques.
8.2	Be aware of warm-up techniques for specific parts of the body.	8.2.1	Demonstrate three warm-up techniques for the following parts of the body: torso, head and torso, hip, hips and legs, and arms.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 9: The learner will develop skills in composition (making a dance).

Objectives	Measures
9.1 Extend the movement vocabulary of her/his body to allow for variety in composition.	9.1.1 Demonstrate combining effort actions (i.e., slash and float, press and flick, glide and wring, and thrust and dab.
	9.1.2 Demonstrate the use of gesture to make dance.
	9.1.3 Demonstrate the use of sounds to make dance.
	9.1.4 Demonstrate the use of words to make dance.
	9.1.5 Demonstrate the use of props to make dance.
9.2 Demonstrate the necessary focus and concentration to promote quality in dance.	9.2.1 Demonstrate a locomotor movement phrase with changes in direction and focus in the direction of travel.

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 10: The learner will understand the concept of composition (making a dance).

Objectives	Measures
10.1 Be aware that ideas and their relationship to other ideas strengthen the dance.	10.1.1 Observe another individual's movement phrase and extend the phrase with a movement sequence of her/his own.
10.2 Understand the relationship of parts to the whole in composition.	10.2.1 Select specific movement phrases appropriate for the dance and place the phrases in an appropriate sequence.
10.3 Discover movement material for a dance through improvisation.	10.3.1 Identify a wide variety of improvisational approaches to making a dance (i.e., imagery, sound, texture, movement content, words, poems, songs, and ideas).
	10.3.2 Freely explore movement possibilities and select the phrases, and sequence of phrases, in order to establish a beginning, middle, and end to the dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 11: The learner will develop skills in improvisation.

Objectives	Measures
11.1 Demonstrate improvising alone.	11.1.1 Extract the movement possibilities from a poem and explore these possibilities when using a specific poem as the basis for the improvisation.
11.2 Improvise in order to make a dance.	11.2.1 Use improvisation to explore movement to make a dance.
11.3 Improvise with a partner.	11.3.1 Use improvisation to form a dance with another individual
11.4 Improvise with groups of individuals and use the improvisations to form dance.	11.4.1 Work cooperatively within a group structure to explore improvisational material for a dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 6 Skills/Subject Area: Dance

COMPETENCY GOAL 12: The learner will develop a basis for dance criticism.

Objectives	Measures
12.1 Develop skills in observing dance.	12.1.1 Successfully observe and identify selected movement content in a movement phrase (levels, direction-body shapes, and pathways).
12.2 Analyze specific relationships of parts of the dance to the whole dance.	12.2.1 Discuss the beginning, middle, and end statements within a dance, and talk about relationship of parts (beginning, middle, end) to each other.

GRADES 7-8

Major Emphases

In grades seven and eight, cognitive awareness of technique as it relates to aesthetics is important. Proper body alignment and basic knowledge of anatomy and kinesiology is stressed to promote proper care for the body as the dance instrument. Classwork includes experiences which reinforce strength, flexibility, and endurance.

Dance, as a creative art form, is developed continually through the involvement of the creative process. Treatment of ideas, images, symbols, and feelings become more precise and movement qualities in the body are more recognizable. Students learn to make discriminating choices which help to perfect interpretation. Adequate time is allowed for them to bring their work to fruition through a variety of approaches, including improvisation.

Students are encouraged to formulate their own opinions and judgments based on a wide exposure to dance through live performances, films, and other media. General knowledge of dance history is expected to increase with outside class assignments, including selected readings and media events.

Grade 7 Outline

1. Develop a positive attitude toward self, others, and dance as an art form.

    1.1 Understand that dance is a unique way of heightening self-awareness.
    1.2 Recognize that different people choose to express themselves in a variety of ways.
    1.3 Perceive dance as being greater than one particular form of movement.

2. Understand the concept of kinetic awareness.

    2.1 Recognize that different body parts have different capacities for movement.
    2.2 Understand the importance of proper body alignment.
    2.3 Understand that range of movement is determined by flexion, extension, and rotation.

3. Understand the concept of space.

    3.1 Understand the dimensions of space.
    3.2 Recognize there are a variety of ways to define direction in space with movement.
    3.3 Utilize the elements of space to create dance.

4. Understand the concept of energy.

    4.1 Describe the time, weight, space, and flow elements of eight basic actions.
    4.2 Combine the elements of energy to make dance.
    4.3 Understand that the use of energy can be found throughout the everyday environment.

5. Understand the concept of time.

    5.1 Recognize the difference in measured and unmeasured time.
    5.2 Understand tempo variations.
    5.3 Understand the difference in accented and unaccented time.

6. Understand the concept of composition.

    6.1 Understand that ideas and their relationship to other ideas strengthen the dance.
    6.2 Understand the relationship of parts to the whole in composition.

7. Develop skills in technique.

    7.1 Remember simple techniques suitable for warming up the body and do so without cues.
    7.2 Become familiar with a variety of warm-up techniques for specific body parts.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and dance as an art form.

Objectives	Measures
1.1 Understand that dance is a unique way of heightening self-awareness.	1.1.1 Develop movement sequences which have personal significance. 1.1.2 Freely explore various movement possibilities within a given range.
1.2 Recognize that different people choose to express themselves in a variety of ways.	1.2.1 Observe others' movement patterns and articulate what is perceived.
1.3 Perceive dance as being greater than one particular form of movement.	1.3.1 Recognize that movement is a well-spring for various kinds of dances including popular, social, and traditional folk dance. 1.3.2 Compare and contrast movement of different forms of dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will understand the concept of kinetic awareness.

Objectives		Measures	
2.1	Recognize that different body parts have different capacities for movement.	2.1.1	Demonstrate the various range of movement in major body parts.
		2.1.2	Describe the basic body parts and how they relate to specified movement.
2.2	Understand the importance of proper body alignment.	2.2.1	Demonstrate proper body alignment with regard to head, shoulders, arms, back, hips, legs, and feet.
		2.2.2	Discuss the need for proper body alignment.
2.3	Understand that range of movement is determined by flexion, extension, and rotation.	2.3.1	Create movement phrases which demonstrate flexion, extension, and rotation in various body parts using personal and general space.
		2.3.2	Observe movements of others and identify movement range in terms of flexion, extension, and rotation.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives		Measures	
3.1	Understand the dimensions of space.	3.1.1	Choose a single movement and use personal space to extend the movement in order to contrast large and small.
		3.1.2	Choose a single movement and start the movement in personal space and then extend the dimension of space by traveling through general space.
3.2	Recognize that there are a variety of ways to define direction in space with movement.	3.2.1	List a number of words which have a distinct relationship to direction.
		3.2.2	Translate directional words into movement on cue.
3.3	Use the elements of space to create dance.	3.3.1	Select a theme and build movement upon the theme as it relates to dimensions of space and directions in space.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives		Measures	
4.1	Describe the time, weight, space, and flow elements of light basic actions.	4.1.1	Use selected movement in dance to demonstrate contrasting energy.
4.2	Combine the elements of energy to make dance.	4.2.1	Select a theme and create a dance which uses the elements of energy to assist in defining the theme.
4.3	Understand that uses of energy can be found throughout the everyday environment.	4.3.1	Recognize examples of energy as observed in natural phenomena.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives	Measures
5.1 Recognize the difference in measured and unmeasured time.	5.1.1 Define measured and unmeasured time verbally or in written form.
	5.1.2 Use written or verbal examples and further demonstrate by translating examples into movement.
5.2 Understand tempo variations.	5.2.1 Listen to selected music and observe variation in tempo.
	5.2.2 Demonstrate change of tempo by matching movement to each particular tempo.
5.3 Understand the difference in accented and unaccented time.	5.3.1 Clap or sound phrases with appropriate energy emphasis on accented beats only.
	5.3.2 Clap only unaccented beats with appropriate energy emphasis on beats.
	5.3.3 Translate both accented and unaccented beats into a movement pattern.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand the concept of composition.

Objectives		Measures	
6.1	Understand that ideas and their relationship to other ideas strengthens the dance.	6.1.1	Select a beginning idea and demonstrate a movement phrase to communicate the idea. Build upon the idea by varying the use of time, space, and energy to strengthen expression.
6.2	Understand the relationship of parts to the whole in composition.	6.2.1	Read a poem or short story and relate the basic ideas which reinforce the theme.
		6.2.2	Select a poem or a basic story line and create a dance that presents the complete communication.

Grade Level: 7 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will develop skills in technique.

Objectives		Measures	
7.1	Remember simple techniques suitable for warming up the body and do so without cues.	7.1.1	Develop a technique routine which warms the basic body parts in preparation for movement.
7.2	Become familiar with a variety of warm-up techniques for specific body parts.	7.2.1	Demonstrate a variety of appropriate warm-up techniques for all large body parts: torso, head and torso, hips, hips and legs, and arms.

Grade 8 Outline

1. Develop a positive attitude toward self, others, and the dance experience.

    1.1 Understand that dance is a unique way of heightening self-awareness.
    1.2 Recognize that different people choose to express themselves in a variety of ways.
    1.3 Perceive dance as being greater than any one particular form of movement.

2. Understand kinetic awareness.

    2.1 Recognize that body parts move separately and are coordinated with other body parts.
    2.2 Understand the importance of proper body alignment.
    2.3 Understand that range of movement is determined by flexion, extension, and rotation.
    2.4 Take responsibility for proper care of the body.

3. Understand the concept of space.

    3.1 Understand the dimensions of space.
    3.2 Recognize there are a variety of ways to define direction and pathway in space.

4. Understand the concept of energy.

    4.1 Understand that one can move with different qualities of movement.
    4.2 Understand that the use of different energy levels affects the quality of movement.
    4.3 Understand that all movement can be described by its energy qualities.

5. Understand the concept of time.

    5.1 Recognize the difference in measured and unmeasured time.
    5.2 Understand that footfall relates to even and uneven time.
    5.3 Understand the basic system of note value.

6. Understand the concept of composition.

    6.1 Understand there are unlimited possibilities for composing dance.
    6.2 Understand the relationship of parts to the whole in composition.

7. Develop skills in technique.

    7.1 Understand that technique provides opportunities to strengthen the body and build skills.
    7.2 Uses warm-up techniques appropriate to promote flexibility, strength, and endurance.

8. Understand the concept of improvisation.

    8.1 Understand that improvisation is a way of discovering movement possibilities.
    8.2 Understand that improvisation with others stimulates collaborative efforts.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8   Skills/Subject Area: Dance

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and dance as an art form.

Objectives		Measures
1.1. Understand that dance is a unique way of heightening self awareness.	1.1.1	Explore movement sequences which have personal significance.
	1.1.2	Create dances which are expressive of personal thoughts, ideas, and/or feelings.
1.2 Recognize that different people choose to express themselves in a variety of ways.	1.2.1	Observe others' movement patterns and articulate what is perceived.
	1.2.2	Describe verbally, or in written form, the origins of ethnic and national dances which have distinct styles.
1.3 Perceive dance as being greater than any one particular form of movement.	1.3.1	Discuss or write about the basic elements of dance and how they are the basis for all movement regardless of form or style.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 2: The learner will understand the concept of kinetic awareness.

Objectives		Measures	
2.1	Recognize that body parts move separately and are coordinated with other body parts.	2.2.1	Explore the range of movement in separate body parts and the range of movement when coordinating body parts.
		2.2.2	Create dances with specific attention to demonstrating the effect of specific body parts moving in isolation as well as body parts moving together.
2.2	Understand the importance of proper body alignment.	2.2.1	Begin with proper body alignment in relation to beginning movement.
		2.2.2	Assist others with proper body alignment by identifying specific placement problems.
2.3	Understand that range of movement is determined by flexion, extension, and rotation.	2.3.1	Name major body parts and their capacities in terms of flexion, extension, and rotation.
		2.3.2	Create movement phrases which use flexion, extension, and rotation to create desired effects.
2.4	Take responsibility for the proper care of the body.	2.4.1	Take necessary time for warm-up in preparation for movement to lessen the possibility of injury.
		2.4.2	Dress appropriately to lessen the possibility of injury.
		2.4.3	Describe verbally, or in writing, common injuries sustained by the body and their primary causes.

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Understand the dimensions of space.	3.1.1 Create dances which demonstrate a variety of uses of space as they relate to the theme of the composition.
3.2 Recognize there are a variety of ways to define direction and pathway in space with movement.	3.2.1 List a number of words which have a distinct relationship to direction and pathway.
	3.2.2 Demonstrate specific directions and pathways in space by moving on cue.
	3.2.3 Create dances which focus on specific uses of pathway and direction to express intent.
	3.2.4 Prepare a visual representation, such as a map, to indicate major directions and pathways of a specific dance.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives		Measures	
4.1	Understand that one can move with different qualities of energy.	4.1.1	List, or suggest verbally, words which represent different qualities of energy.
		4.1.2	Create movement phrases which show different levels of energy.
4.2	Understand that the use of different energy levels affects the quality of movement.	4.2.1	Define basic levels of energy such as percussive, sustained, vibratory, and swinging.
		4.2.2	Create movement phrases which clearly demonstrate the use of percussive, sustained, vibratory, and swinging energy as they contrast with one another.
4.3	Understand that all movement can be described by its qualities.	4.3.1	Select examples of movement found in the environment and discuss the qualities of energy which help to define the movements.
		4.3.2	Translate selected energy qualities into dance.

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures
5.1 Recognize the differences in measured and unmeasured time.	5.1.1	Develop movement phrases in relation to natural or breath time, and phrases which conform to metric time.
5.2 Understand that foot-fall relates to even and uneven sense of time.	5.2.1	Listen to and observe various locomotor movements to determine their common foot-fall.
	5.2.2	Demonstrate locomotor movement with even and uneven foot-fall.
5.3 Understand the basic system of note value.	5.3.1	Clap or sound note values for whole, half, quarter, and eighth notes given in metric signatures.
	5.3.2	Create movement phrases which correspond to given time sequences.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8

Skills/Subject Area: Dance

COMPETENCY GOAL 6: The learner will understand the concept of composition (making a dance).

Objectives		Measures	
6.1	Understand that there are unlimited possibilities for composing dance.	6.1.1	Discuss basic principles of composition.
		6.1.2	Select themes or motifs for movement, determine sequence and pattern which convey content, and construct composition.
		6.1.3	Explore various avenues to compose dance and comment on different effects.
6.2	Understand the relationship of the parts to the whole in composition.	6.2.1	Combine movement phrases into compositions with appropriate transition.
		6.2.2	Recognize and discuss variations on a theme in observed dances.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 7: The learner will develop skills in technique.

Objectives		Measures	
7.1	Understand that technique provides opportunities to strengthen the body and build skill levels.	7.1.1	Participate in the technique portions of class with the concentration needed to progress from one skill level to another.
		7.1.2	Repeat technique routines with concentration and accuracy.
7.2	Use warm-up techniques appropriate to promote flexibility, strength, and endurance.	7.2.1	Remember a variety of techniques to warm various body parts, increase flexibility, build muscle strength and strengthen the cardiovascular system.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 8 Skills/Subject Area: Dance

COMPETENCY GOAL 8: The learner will understand the concept of improvisation.

Objectives		Measures	
8.1	Understand that improvisation is a way of discovering movement possibilities.	8.1.1	Freely explore movement which springs from a variety of stimuli.
		8.1.2	Dance spontaneously for the enjoyment of movement for movement's sake.
8.2	Understand that improvisation with others stimulates collaborative efforts.	8.2.1	Share improvisational movement with others to explore their possibilities for dance.
		8.2.2	Use improvisation to stimulate discussion and critique about movement.
		8.2.3	Choose from a variety of stimuli to initiate improvisation activities.

GRADES 9-12

Major Emphases

Courses at the high school level provide students with the opportunity to devote a portion of their school day to the formal study of dance. Each course provides a strong technique base to develop strength, flexibility, and endurance as well as a continued emphasis on dance as a creative art form.

The acquisition of skill and refined motor control is desirable for dance students. Technique is understood as a means to extend the body's expressive capabilities. Students take responsibility for their personal health and care for their dance instrument.

Improvisational experiences remain abundant while a variety of principles of composition are studied and practiced. Students are allowed class time to work developmentally on choreography assignments. Students share insights into their work at various stages and the instructor offers assistance as appropriate. In ensemble work, students experience the role of both choreographer and dancer.

Students have opportunities to present their work to selected audiences. As with any performing art, the basic principles for presentation are studied. Dance for a variety of performing spaces, each with its own specific problems, is created.

Students are introduced to information regarding dance both as a vocational and avocational activity. Interest beyond the high school level is recognized in advisory and career counseling situations.

Dance I Outline

1. Develop a positive attitude toward oneself, others, and dance as an art form.
    - 1.1 Understand that dance is a way of heightening self-awareness and communicating personal movement style to others.
    - 1.2 Recognize that different people move with particular characteristics.
    - 1.3 Perceive that dance is influenced by personal movement styles, especially that of the choreographer.

2. Develop kinetic awareness of self and others.
    - 2.1 Understand that movement can flow from one body part to another.
    - 2.2 Use gross motor coordination and refined motor control.
    - 2.3 Develop a sense of "being centered" without the use of mirrors.
    - 2.4 Understand basic principles of anatomy and kinesiology.

3. Understand the concept of space.
    - 3.1 Understand that the quality of movement relates to space in particular ways.
    - 3.2 Recognize that "stage space" affects movement.

4. Understand the concept of energy.
    - 4.1 Understand that force in movement is affected by flow and control of energy and weight.
    - 4.2 Understand that range of tension and release can be an effective use of energy.
    - 4.3 Understand that musical accompaniment can be used effectively to complement levels of energy in movement.

5. Understand the concept of time.
    - 5.1 Understand that time concepts can be communicated with movement.
    - 5.2 Understand that musical accompaniment to dance can heighten awareness of various tempi.
    - 5.3 Become familiar with internal pulse.
    - 5.4 Understand that meter and tempi can affect the quality of movement.

6. Understand the concept of composition.
    - 6.1 Understand that dance is designed by the manipulation of the elements of time, space, and energy.
    - 6.2 Understand that variations of sequence and pattern are used to create dance.

7. Develop skills in technique.

    7.1 Understand that technique provides opportunities to strengthen the body and build skill levels.
    7.2 Understand that different dance forms have different techniques which build particular skill levels.

8. Understand the concept of improvisation.

    8.1 Understand that improvisation can release intuitive movement abilities.
    8.2 Understand that communication can take place between or among people during improvisation.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 1: The learner will develop a positive attitude toward self, others, and dance as a creative art form.

Objectives		Measures	
1.1	Understand that dance is a unique way of heightening self-awareness and communicating personal movement style to others.	1.1.1	Initiate a written journal which records observations about personal movement, including functional everyday sequences and patterns.
1.2	Recognize that different people move with particular characteristics.	1.2.1	Share portions of personal movement journal and compare personal style with that of others.
1.3	Perceive that dance is influenced by personal movement styles, especially by those of the choreographer.	1.3.1	Select a well-known work by a well-known choreographer and identify the particular movement characteristics of the piece.

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 2: The learner will become kinetically aware of her/himself and others.

Objectives		Measures	
2.1	Understand that movement can flow from one body part to another.	2.1.1	Select a movement quality, initiate the quality in any given body part, and allow the movement to flow to other parts of the body.
		2.1.2	Observe others as they attempt the same assignment and verbalize the choice of movement and the kind of energy flow used.
2.2	Use gross motor coordination and refined motor control.	2.2.1	Explain the idea of gross and refined motor movement, and demonstrate for clarification.
2.3	Develop a sense of "being centered" without the use of mirrors.	2.3.1	Demonstrate proper body alignment with sense of feel without visual aid.
		2.3.2	Identify personal trouble spots particular to her/himself in relation to alignment and balance.
2.4	Understand basic principles of anatomy and kinesiology.	2.4.1	Identify basic body parts, muscles, and bones on a given diagram or chart.
		2.4.2	Discuss verbally, or in writing the major functions of certain muscle groups.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Understand that the quality of movement relates to space in particular ways.	3.1.1 Create a movement phrase and compare its quality in personal space, contained space, and in the space of others.
3.2 Recognize that "stage space" affects movement.	3.2.1 Create movement to be viewed from proscenium and arena performance spaces.
	3.2.2 Discuss the particular points of importance for different stage spaces.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Understand that force in movement is affected by flow and control of energy and weight.	4.1.1 Create movement phrases which demonstrate free flow and bound energy.
	4.1.2 Identify specific ideas that can be communicated by varying use of force.
4.2 Understand that range of tension and release can be an effective use of energy.	4.2.1 Define what is meant by contraction and release in muscle groups.
	4.2.2 Demonstrate the use of contraction and relaxation of muscles in simple movement phrases.
4.3 Understand that musical accompaniment can be used effectively to compliment levels of energy in movement.	4.3.1 Select a particular piece of music which has energy qualities and create movement phrases which communicate those qualities.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives		Measures	
5.1	Understand that time concepts can be communicated with movement.	5.1.1	Create a movement phrase which demonstrates fast/slow, percussive/sustained, and long/short.
5.2	Understand that musical accompaniment to dance can heighten awareness of various tempi.	5.2.1	Select a piece of music which has varying degrees of tempi and create movement phrases which both match and contrast with the tempi.
5.3	Become familiar with internal pulses.	5.3.1	Discover body pulse (heartbeat) and sound the given pulse.
		5.3.2	Create movement with internal pulse as the given beat for movement.
5.4	Understand that meter and tempi can affect the quality of movement.	5.4.1	Select a given meter and tempo and demonstrate movement to match.

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 6: The learner will understand the concept of composition.

Objectives		Measures	
6.1	Understand that dance is designed through the manipulation of the elements of time, space, and energy.	6.1.1	Identify the basic uses of time, space, and energy in at least one major choreographical work.
		6.1.2	Produce a dance study which represents the developmental process in terms of time, space, and energy.
6.2	Understand that variations of sequence and pattern are used to create dance.	6.2.1	Discuss where sequence and pattern occur in natural phenomena.
		6.2.2	Create movement sequences that are repeated into patterns of movement.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 7: The learner will develop skills in technique.

Objectives	Measures
7.1 Understand that technique provides opportunities to strengthen the body and build skill levels.	7.1.1 Participate in technique portions of class with the concentration needed to progress from one skill level to another.
	7.1.2 Repeat technique routines with concentration and accuracy.
7.2 Understand that different dance forms have different techniques which build particular skill levels.	7.2.1 Describe basic technique principles for both modern dance and ballet.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance I

COMPETENCY GOAL 8: The learner will understand the concept of improvisation.

Objectives	Measures
8.1 Understand that improvisation can release intuitive movement possibilities.	8.1.1 Explore movement which comes forth spontaneously and discuss its possible origin.
	8.1.2 Observe spontaneous movement of others and discuss particular feelings, ideas, and/or memories touched by the movement.
8.2 Understand that communication can take place between, or among, people during improvisation.	8.2.1 Start a movement conversation with one or more dancers and let the conversation develop spontaneously.

Dance II Outline

1. Develop a positive attitude toward self, others, and dance as an art form.

    1.1 Understand that dance is a unique way of heightening self-awareness and communicating ideas, thoughts, and/or feelings to others.
    1.2 Recognize that other people perceive things in similar and dissimilar ways.
    1.3 Perceive that dance is a creative vehicle and is not limited in its use for expression.

2. Develop kinetic awareness of self and others.

    2.1 Understand that movement can be a response to other sensory stimuli.
    2.2 Use gross motor coordination and refined motor control.
    2.3 Develop a sense of subtlety in movement.
    2.4 Understand basic principles of anatomy and kinesiology.

3. Understand the concept of space.

    3.1 Understand that shapes made with the body and shapes made by moving through space create spacial designs.
    3.2 Understand that any given space presents particular problems to be solved in movement.

4. Understand the concept of energy.

    4.1 Understand there are internal forces which affect movement.
    4.2 Understand there are external forces which affect movement.
    4.3 Understand that forces in natural phenomena have specific effects.

5. Understand the concept of time.

    5.1 Develop a sense of breath time.
    5.2 Develop a sense of metric time.
    5.3 Understand that various tempi affect the quality of movement.

6. Understand the concept of composition.

    6.1 Understand that composition is developed through the use of special designs, timing, sequences, patterns, etc., brought together with dynamic flow.
    6.2 Understand that content of the dance should follow the intent of the choreographer.

7. Develop skills in technique.

    7.1 Understand that technique provides opportunities to strengthen the body and build skill levels.
    7.2 Understand that different dance forms have different techniques which build particular skills and are combined when useful.

8. Understand the concept of improvisation.

    8.1 Understand that improvisation is a legitimate activity to develop dance.
    8.2 Understand that motivation for improvisation can come from a variety of stimuli.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself, others, and dance as a creative art form.

Objectives	Measures
1.1 Understand that dance is a unique way of heightening self-awareness and communicating ideas, thoughts, and/or feelings to others.	1.1.1 Initiate a written journal which records personal ideas, thoughts, and/or feelings that can serve as stimuli for dance.
1.2 Recognize that other people perceive things in similar and dissimilar ways.	1.2.1 Listen to music, look at selected works of art, read a given story, and/or watch the same event, and compare one's perception to others.
1.3 Perceive that dance is a creative vehicle and is not limited in its use for expression.	1.3.1 Compare verbally and/or in writing the different ways people use dance to express a variety of ideas.
	1.3.2 Discuss why dance is an open-ended vehicle for expression.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 2: The learner will become kinetically aware of her/himself and others.

Objectives		Measures	
2.1	Understand that movement can be a response to other sensory stimuli (e.g., touch, sight, sound, taste, smell).	2.1.1	Create dance phrases with movement expressions which are stimulated from a variety of sensory experiences.
2.2	Use gross motor coordination and refined motor control.	2.2.1	Explore movement expressions which are stimulated from a variety of sensory experiences in isolated body parts as well as the large body.
2.3	Develop a sense of subtlety in movement.	2.3.1	Compare movement phrases that are greatly exaggerated expressions with those that are much more refined and understated.
2.4	Understand basic principles of anatomy and kinesiology.	2.4.1	Demonstrate various locomotor movement, axial movement, and body coordination using the ideas of contrast, peripheral, and centered.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 3: The learner will understand the concept of space.

Objectives	Measures
3.1 Understand that shapes made with the body, and shapes made by moving through space, create spacial designs.	3.1.1 Create individual shapes and group shapes and experiment with spacial designs. 3.1.2 Relate visual designs to body shapes and movement through space.
3.2 Understand that any given space presents particular problems to be solved in movement.	3.2.1 Create dances in a variety of spaces such as confined, large-open, large-cluttered, and stage space, with consideration given to possibilities.

ARTS EDUCATION
DANCE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 4: The learner will understand the concept of energy.

Objectives	Measures
4.1 Understand there are internal forces which affect movement.	4.1.1 Demonstrate movement which serves as examples of tension within the body structure.
4.2 Understand there are extreme forces which affect movement.	4.2.1 Demonstrate movement which shows gravitational pull on the body.
4.3 Understand that forces in natural phenomena have specific effects.	4.3.1 Describe verbally or in writing examples of natural forces which have cause and effect.

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 5: The learner will understand the concept of time.

Objectives	Measures
5.1 Develop a sense of breath time.	5.1.1 Select specific movement in the small and large body that have duration in relation to breath.
5.2 Develop a sense of metric time.	5.2.1 Create movement phrases which relate to specific meter such as 2/3, 3/4, 4/4, and 6/8 time.
5.3 Understand that various tempi affect the quality of movement.	5.3.1 Select movement phrases and demonstrate various tempi by repeating the same phrase at different speeds.

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 6: The learner will understand the concept of composition.

Objectives		Measures	
6.1	Understand that composition is developed through the use of spacial designs, timing, and sequence patterns, brought together with dynamic flow.	6.1.1	Create a composition which includes problem solving in terms of time, space, and energy.
6.2	Understand that the content of the dance should follow the intent of the choreographer.	6.2.1	Create an original dance with concentration on all aspects of composition as they relate to the intent and motivation of the choreographer.

Grade Level: 9-12 Skills/Subject Area: Dance II

COMPETENCY GOAL 7: The learner will develop skills in technique.

Objectives	Measures
7.1 Understand that technique provides opportunities to strengthen the body and build skill levels.	7.1.1 Participate in technique portions of class with serious commitment to skill progression.
	7.1.2 Sense areas of weakness and take responsibility to extend participation to correct them.
7.2 Understand that different dance forms have different techniques which build particular skills and are combined when useful.	7.2.1 Select various technique aspects of modern and/or ballet and describe how they are alike and different. Discuss combinations which are beneficial for all dance.

MUSIC EDUCATION

PURPOSE AND OVERVIEW

The role of music in the public school is both vital and basic. Music serves to sharpen and focus perception and to provide a well-developed understanding and capability for nonverbal communication. This provides a viable balance to the essentially verbal communication encountered in other areas of schooling. Additionally, the study of music provides for verbal communication where it is needed and serves as a vehicle for enjoyment and personal expression. Through sharing music from the broad span of history as well as from varied cultures, students increase awareness of their own relationship to the world. In creating music which has not existed before, the student discovers new dimensions and capabilities not previously suspected.

Music study in the early years begins with fundamental experiences in the basic elements--melody, rhythm, harmony, form, tempo, tone color, and dynamics. The intent of the program at this level is to help the student become aware of an ever-widening spiral of possibilities for developing and interrelating these and other elements into more complex organizations. Attitudes, concepts, and skills are developed through experiences in singing, listening, rhythmic, creative and instrumental study. As confidence is acquired in the various areas of music, the entire process--the music experience--serves to aid in integrating and developing the student's personality.

Ultimately, music in the public school program serves to develop aural literacy. More simply, this is the ability to listen and to hear, to know what is heard and what meanings it can have. The pleasure of producing and receiving sounds which have meaning to oneself and to others makes music an attractive element of the curriculum.

Additionally, there is evidence to indicate that the focusing of perception which takes place in the listening process carries over and enhances capabilities in other areas of the child's study. Whether the individual pursues music as a consumer, performer, creator, teacher, or in many other ways, the basic approach to this endeavor is provided in the public school program.

The spiral nature of study in music and the other arts implies repetition of certain areas of course content with additional knowledge, concepts, and skills continually developing at each successive level of maturity.

COURSE OF STUDY

K-8
General Music

9-12

General Music	Instrumental Music	Vocal Music
(1 elective course)	(6 levels each) Winds Percussion Strings	(4 levels)

The music competency-based curriculum:

- is designed for statewide use
- is not correlated with any textbook and does not restrict the use of any relevant textbook or program materials
- encourages the development of a series of offerings suitable to varied student abilities
- provides for flexibility in local curriculum development

Many school districts do offer other electives appropriate to this instructional area which are not a part of the State-funded basic education program. Such electives may include: Classical Piano, Electronic Music, Music Theory, Stage Band, Classical Guitar, and Swing Choir.

General Music Grades K-8

It is intended that the general music offering provided in the grades K-8 form the basis for all further study through the broad involvement of the student in experiences with the elements of music and with varied approaches for the use of music, along with the development of latent creative abilities. Music study during these years is based on a spiral curriculum structure, with the student repeating and building on competencies attained at earlier levels. Text materials compatible with this approach are adopted and made available for instructional use in this grade range.

Instrumental Music: Winds, Percussion, Strings (Grades 6-12, 6 levels possible)

Study beyond the basic general music offering broadens into a variety of options, depending on the student's interests and abilities. Pursuit of these areas is on an elective basis and may begin at different grade levels, often at grade six or thereafter, so that the individual's progress is not necessarily determined by the specific grade in which he or she is placed at any given time. For this reason, course offerings in these elective areas are not described as specific to a particular grade, but are given in successive levels of achievement, reflecting specific competencies which can be demonstrated by the student at each level. Six levels of competencies each, for winds, percussion, and strings are described for the instrumental program. Courses which utilize and develop these competencies may be band (concert band, symphonic band, brass ensemble, stage band, and/or wind ensemble), orchestra (string ensemble, chamber orchestra, and/or symphony orchestra, percussion ensemble), or other similar types of instrumental groups.

Vocal Music (Grades 9-12, 4 levels possible)

Building on the vocal experiences of the K-8 general music offering, various choral ensembles may be developed during the secondary experience. For this reason, competencies in vocal music have been described in four levels of student achievement. These, also, are not necessarily specific to grade levels, because of the variation in student ability and achievement. However, competencies contained in these descriptions will serve to locate the student along a continuum of development, and will provide for assessment and direction in ongoing growth. Courses which utilize and develop these competencies may be Glee Club, Chorus, Madrigal Singers, Concert Choir, A Capella Choir, or any other similar type of offering.

General Music (Grades 9-12, 1 course only)

The general music competencies described for the secondary level build on those of the K-8 program and teach the student to be a consumer, producer, and appreciator of music. It is the intention of this area of study to provide the student with an objective basis to appraise her or his future interests in music. This may involve, in addition to the study of music itself, the development of a perspective on music of the nation and the world, avenues for personal and emotional expression, skills needed for the selection and use of recording and reproducing equipment, and those skills needed for the informed purchase and maintenance of musical instruments. Courses which may embody the development of these competencies may be General Music, Music History/Appreciation, Special Interest-Music, or any other similar type of offering.

GENERAL MUSIC GRADES K-3

Major Emphases

Music study at the elementary level centers around three major areas of emphasis: the development of the child's creative capacities, growth in knowledge and skills relating to music, and the unfolding of aesthetic awareness.

In the K-3 years, importance is placed on establishing valid patterns of perception, and on helping the child to feel capable and free to become involved in music activities. For many children, this is the first experience with music activities in more than a cursory way, and the desire to help them know music as a way of being takes precedence over strictly factual input. However, invaluable learning takes place on which later more highly developed skills and understandings are built.

During the K-3 years, the child's motor functioning progresses from large muscle to small muscle control and the manipulation of instruments becomes more reliable, as does response to rhythm. Creative, cognitive, and aesthetic emphases are approached in music through various avenues. At this time the child is involved in the development of the singing voice. This includes the ability to match pitches, the control of the voice as to soft and loud, and the ability to begin and end along with other students. Aural experiences increase the capacity to listen to music and respond to it. Development of a rhythmic sense and the control and coordination of muscular responses expand the possibilities of expressing music through use of instruments. Increased ability to work in cooperation with peers is a vital outcome of these efforts. In all of these undertakings, the child is helped to shape a consciousness of the reality and power of music.

Finally, the child is aided in developing an understanding of music literature of all types, past and present, which is familiar and meaningful. All of these developments combine to provide the child with the beginnings of a capacity to internalize music and to produce it for others so that the reality of it can become an intrinsic part of her/his life.

Grade K Outline (selected competencies)*

1. Positive attitudes

    1.1 Understand the importance of her/his contributions.

2. Concepts of music

    2.2 Indicate that within a melody, pitches may remain the same or move up or down (melody).
    2.5 Be aware that a sound or silence may be the same as another, or may be longer or shorter (rhythm).
    2.7 Recognize that patterns of sounds may be relatively faster or slower than others (tempo).
    2.10 Recognize that patterns of sounds may be relatively louder or softer than others (dynamics).
    2.14 Recognize the different characteristics of sound produced by different sources (tone color).
    2.16 Understand that two or more pitches may be sounded at the same time (harmony).
    2.19 Recognize that patterns may be repeated with and/or without change (form).

3. Development of creative capabilities

    3.2 Be aware of both problem-solving and problem recognition (concepts).
    3.6 Develop and/or improvise melodic expressions for songs (skills).

4. Skills in music

    4.1 Be aware of the difference between the singing and speaking voice (singing).
    4.5 Show awareness of basic beat or pulse (rhythms).
    4.11 Be aware of the extent of the introduction to a song and be ready to begin singing and/or playing (listening).
    4.14 Be familiar with classroom instruments (instrumental performance).
    4.19 Understand the pattern in rhythm and melody (analysis).
    4.22 Be aware of the effect of tempo and dynamics (evaluation).
    4.23 Be aware of the importance of leading/conducting (conducting).
    4.25 Understand appropriate symbols for notating pitch and rhythm (music reading).
    4.27 Respond to rhythms and dances using the whole body (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

5.3 Verbalize about various songs and instrumental pieces with which s/he is familiar (history/literature).
5.4 Know appropriate terms used in music studied (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: K

Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and others.

Objectives	Measures
1.1 Understand the importance of her/his contributions.	1.1.1 Show that s/he can work with others.
1.2 Participate freely in the total program.	1.2.1 Be comfortable with fellow students.
1.3 Show tolerance of others' musical efforts.	1.3.1 Cooperate with others in making and receiving music.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: K   Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

	Objectives		Measures
2.1	Recognize that sounds may be relatively higher or lower.	2.1.1	Distinguish high pitches from low ones and illustrate differences in a variety of ways.
2.2	Indicate that within a melody, pitches may remain the same or move up or down.	2.2.	Respond to melody and follow changes with hand or whole body.
2.3	Recognize a steady beat or pulse.	2.3.1	March, clap, or respond in various other ways to a beat/pulse.
2.4	Recognize stressed and unstressed beats.	2.4.1	Respond to combinations of stressed and unstressed beats.
2.5	Be aware that a sound or silence may be the same as another, or may be longer or shorter.	2.5.1	Respond to sounds or silences of varying lengths in a variety of ways.
2.6	Recognize patterns in rhythm.	2.6.1	Identify familiar songs after hearing characteristic rhythm patterns.
2.7	Recognize that patterns of sounds may be relatively faster or slower than others.	2.7.1	Identify relative variations of tempo in different musical examples.
2.8	Be aware that groups of sounds may become faster or slower.	2.8.1	Identify when changes of tempo occur in music.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives		Measures	
2.9	Verbalize about the effect of tempo on the mood of the music.	2.9.1	Respond to mood changes and identify where tempo variations have effected the change.
2.10	Recognize that patterns of sounds may be relatively louder or softer than others.	2.10.1	Identify relative variations of dynamics in different musical examples.
2.11	Be aware that individual sounds, or groups of sounds may become louder or softer.	2.11.1	Identify when changes of dynamics occur in music.
2.12	Verbalize about the effect of dynamics on the mood of the music.	2.12.1	Respond to mood changes and identify where dynamic variations have effected the changes.
2.13	Be aware of all sounds.	2.13.1	Identify and verbalize about qualities of various sounds.
2.14	Recognize the different characteristics of sound produced by different sources.	2.14.1	Identify specific sources of sounds and identify characteristics of these individual sounds.
2.15	Recognize familiar musical instruments.	2.15.1	Identify upon hearing specific musical instruments, those with which s/he is familiar.
2.16	Understand that two or more pitches may be sounded at the same time.	2.16.1	Identify whether one or more than one pitch has been sounded.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.17 Understand that chords may be used to accompany a melody.	2.17.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.18 Understand that patterns in music may be formed.	2.18.1 Recognize when musical phrases begin and end.
2.19 Recognize that patterns may be repeated with and/or without change.	2.19.1 Indicate when phrases are repeated exactly and when they are changed.
	2.19.2 Respond to ABA form when musical examples are played.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: K

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.1	Be aware of her/his own creative capabilities.	3.1.1	Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2	Be aware of both problem solving and problem recognition.	3.2.1	Verbalize about what music can be (alternate choices) and what specific choices exist in the music being studied.
3.3	Be aware that compositions have a beginning, middle, and end.	3.3.1	Indicate sections of familiar songs as being the beginning, middle, and end.
3.4	Be aware of appropriate sounds for use in composition.	3.4.1	Select voice(s) and/or instruments suitable for composition.
3.5	Be aware of possible variations of tempo and dynamics for use in composition.	3.5.1	Utilize variation of tempo and dynamics to control effect of composition.
3.6	Develop and/or improvise melodic expressions for songs.	3.6.1	Create songs either by plan or spontaneously.
3.7	Select appropriate combinations of familiar rhythm instruments for use in compositions.	3.7.1	Use varied and appropriate instrumental arrangements in compositions.
3.8	Use varied informal notation schemes to share compositions on paper.	3.8.1	Create suitable symbolic indications for compositions and record them on paper.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: K Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.1	Be aware of the difference between the singing and the speaking voice.	4.1.1	Move freely from speaking to singing voice and back.
4.2	Use voice with ease.	4.2.1	Sing comfortably and accurately within natural range of her/his voice.
4.3	Sing alone or with accompaniment.	4.3.1	Sing equally well with or without accompaniment.
4.4	Sing sustained tones as needed.	4.4.1	Sustain tones as they occur in song literature.
4.5	Show awareness of basic beat or pulse.	4.5.1	Clap or respond with whole body to basic beat.
4.6	Show difference between beat and rhythm.	4.6.1	Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.7	Distinguish between sounds and silences.	4.7.1	Perform notes and rests with coordinated body movements.
4.8	Show awareness of the effect of accent in shaping rhythm.	4.8.1	Respond in varied ways to accented and unaccented beats, e.g., clap, move, sing.
4.9	Identify familiar instruments by sound.	4.9.1	Name instruments as they are heard.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.10 Identify familiar melodies by sound.	4.10.1 Name melodies as they are played.
4.11 Be aware of the extent of the introduction to a song and be ready to begin singing and/or playing.	4.11.1 Begin song at appropriate time without special indications from the teacher.
4.12 Be aware of like and unlike phrases.	4.12.1 Identify like and unlike phrases as they are played or sung.
4.13 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.13.1 Identify familiar melodic and rhythm patterns from visual representations.
4.14 Be familiar with classroom instruments.	4.14.1 Handle instruments with ease and care.
4.15 Be aware of varied sound possibilities of instruments.	4.15.1 Play instruments in different ways to create varied sound qualities.
4.16 Exhibit control of instruments by playing them at the appropriate time, alone or with class members.	4.16.1 Play instruments appropriately and in coordination with the class.
4.17 Analyze ways of organizing music.	4.17.1 Identify same or different sections of music.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.18 Comprehend phrase as having a beginning, middle, and end.	4.18.1 Sing or play phrase as a total idea with beginning, middle, and end.
4.19 Understand pattern in rhythm and melody.	4.19.1 Identify and perform patterns in rhythm and melody.
4.20 Verbalize about quality of performance.	4.20.1 Compare and describe performance, e.g., effect, ensemble.
4.21 Be aware of an historical time period in music.	4.21.1 Describe music according to time period, e.g., own time, long ago.
4.22 Be aware of the effect of tempo and dynamics.	4.22.1 Identify when music is too loud, too soft, or too fast, too slow.
4.23 Be aware of the importance of leading/conducting.	4.23.1 Respond appropriately to teacher's or student's beat in leading music activities.
4.24 Understand need of 'breathing' beat and cut-off.	4.24.1 Begin and end according to teacher's or student's leading.
4.25 Understand appropriate symbols for notating pitch and rhythm.	4.25.1 Read and perform simple notated rhythm and melody patterns either without the staff or with two-line staff.
	4.25.2 Read and perform iconic notation for pitch and rhythm.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.26 Coordinate eye movement to read simple notation.	4.26.1 Read simple patterns carefully and accurately.
4.27 Respond to rhythms and dances using the whole body.	4.27.1 Use purposeful body movements for rhythms and dances.
4.28 Use the body as a rhythm instrument.	4.28.1 Perform with class using clap, tap, snap, slap, stamp, etc.
4.29 Control large and small movements as needed.	4.29.1 Use musical instruments with purpose and care.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: K Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.1 Know that music is written and performed in various combinations.	5.1.1 Identify band, orchestra, solo, quartet.
5.2 Know that music has been written by many different creators.	5.2.1 Tell names of familiar composers.
	5.2.2 Know stories about some of the music studied.
5.3 Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1 Name various songs and instrumental pieces and be aware of growing repertoire.
5.4 Know appropriate terms used in music studied.	5.4.1 Identify and use terms descriptive of various elements of music, instrument names, analytical terms (e.g., same/different, phrase), movement and dance, and the like.

Grade 1 Outline (selected competencies)*

1. Positive attitudes

   1.3 Participate freely in the total program (toward self).
   1.5 Share knowledge and skills learned in music with fellow students (toward others).

2. Concepts of music

   2.1 Recognize that sounds may be relatively higher or lower (melody).
   2.4 Recognize the steady beat or pulse (rhythm).
   2.12 Recognize that different body movements may be used to illustrate tempo changes (tempo).
   2.14 Be aware that individual sounds or groups of sounds may become louder or softer (dynamics).
   2.20 Associate tone colors with pictures of familiar instruments (tone color).
   2.22 Understand that chords may be used to accompany a melody (harmony).
   2.25 Associate letters A and B or various geometric symbols with sections of music (form).

3. Development of creative capabilities

   3.4 Be aware of appropriate sounds for use in composition (concepts).
   3.9 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions (skills).

4. Skills in music

   4.2 Use voice with ease (singing).
   4.8 Show difference between beat and rhythm (rhythms).
   4.18 Associate melodic and rhythmic patterns with visual representations of those patterns (listening).
   4.21 Exhibit control of instruments by playing them at the appropriate time alone or with class members (instrumental performance).
   4.23 Comprehend phrase as having beginning, middle, and end (analysis).
   4.30 Assess the suitability of student-created accompaniments for songs and stories (evaluation).
   4.32 Understand need of "breathing" beat and cut-off (conducting).
   4.34 Coordinate eye movement to read simple notation (music reading).
   4.37 Use the body as a rhythm instrument (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

    5.1 Know that music is written and performed in various combinations (history/literature).
    5.6 Know appropriate musical terms used in music studied (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Show genuine involvement in music activities.
1.2 Understand the importance of contributions.	1.2.1 Show that s/he can work with others.
1.3 Participate freely in the total program.	1.3.1 Be comfortable with fellow students.
1.4 Show tolerance of others' musical efforts.	1.4.1 Cooperate with others in making and receiving music.
1.5 Share knowledge and skills learned in music with fellow students.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
1.6 Experience success in music study.	1.6.1 Complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.1 Recognize that sounds may be relatively higher or lower.	2.1.1 Distinguish high pitches from low ones, and illustrate with a variety of means.
2.2 Indicate that, within a melody, pitches may remain the same or move up of down.	2.2.1 Respond to melody and follow changes with hand or whole body.
2.3 Understand that some songs use predominantly low tones and others use predominantly high tones.	2.3.1 Identify songs which are relatively low and those which are relatively high.
2.4 Recognize the steady beat or pulse.	2.4.1 March, clap, or respond in various other ways to the beat/pulse.
2.5 Recognize stressed and unstressed beats.	2.5.1 Respond to combinations of stressed and unstressed beats.
2.6 Understand that some music moves in a line and has no recognizable beat.	2.6.1 Demonstrate the flow of music which moves in a line.
2.7 Be aware that a sound or silence may be the same as another, or may be longer or shorter.	2.7.1 Respond to sounds or silences of varying lengths in a variety of ways.
2.8 Recognize patterns in rhythm.	2.8.1 Identify familiar songs on hearing characteristic rhythm patterns.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.9 Recognize that patterns of sounds may be relatively faster or slower than others.	2.9.1 Identify relative variations of tempo in different musical examples.
2.10 Be aware that groups of sounds may become faster or slower.	2.10.1 Identify when changes of tempo occur in music.
2.11 Verbalize about the effect of tempo on the mood of the music.	2.11.1 Respond to mood changes and identify where tempo variations have effected the change.
2.12 Recognize that different body movements may be used to illustrate tempo changes.	2.12.1 Demonstrate appropriate body movements for various tempi.
2.13 Recognize that patterns of sounds may be relatively louder or softer than others.	2.13.1 Identify relative variations of dynamics in different musical examples.
2.14 Be aware that individual sounds or groups of sounds may become louder or softer.	2.14.1 Identify when changes of dynamics occur in music.
2.15 Recognize that any piece of music may be performed at different dynamic levels.	2.15.1 Perform different songs and instrumental selections at a variety of dynamic levels.
2.16 Verbalize about the effect of dynamics on the mood of the music.	2.16.1 Respond to mood changes and identify where dynamic variations have effected the changes.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.17 Be aware of all sound.	2.17.1 Identify and verbalize about qualities of various sounds.
2.18 Recognize the different characteristics of sound produced by different sources.	2.18.1 Identify specific sources of sounds and characteristics of these individual sounds.
2.19 Recognize familiar musical instruments.	2.19.1 Identify, upon hearing specific musical instruments with which s/he is familiar.
2.20 Associate tone colors with pictures of familiar instruments.	2.20.1 Identify picture of instrument when sound of that instrument is heard.
2.21 Understand that two or more pitches may be sounded at the same time.	2.21.1 Identify whether one or more than one pitch has been sounded.
2.22 Understand that chords may be used to accompany a melody.	2.22.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.23 Understand that patterns in music may be formed.	2.23.1 Recognize when musical phrases begin and end.
2.24 Recognize that patterns may be repeated with and/or without change.	2.24.1 Indicate when phrases are repeated exactly and when they are changed.
	2.24.2 Respond through movement to ABA form when musical examples are played.

Grade Level: 1

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.25 Associate letters A and B or various geometric symbols with sections of music.	2.25.1 Identify beginning and end of sections as "A section," "B section," or the like.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.1	Be aware of her/his own creative capabilities.	3.1.1	Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2	Be aware of both problem solving and problem recognition.	3.2.1	Verbalize about what music can be (alternate choices) and what specific choices exist in the music being studied.
3.3	Be aware that compositions have a beginning, middle, and end.	3.3.1	Indicate sections of familiar songs as being the beginning, middle, and end.
3.4	Be aware of appropriate sounds for use in composition.	3.4.1	Select voice(s) and/or instruments suitable for composition.
3.5	Be aware of possible variations of tempo and dynamics for use in composition.	3.5.1	Utilize variations of tempo and dynamics to control effect of composition.
3.6	Develop and/or improvise melodic expressions for songs.	3.6.1	Create songs either by plan or spontaneously.
3.7	Select appropriate combinations of familiar rhythm instruments for use in compositions.	3.7.1	Use varied and appropriate instrumental arrangements in compositions.
3.8	Use varied informal notation schemes to share compositions on paper.	3.8.1	Create suitable symbolic or iconic notations for compositions and record them on paper.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.9 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.9.1 Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.1	Be aware of the difference between the singing and the speaking voice.	4.1.1	Move freely from speaking to singing voice and back.
4.2	Use voice with ease.	4.2.1	Sing comfortably and accurately within natural range of her/his voice.
4.3	Match single pitches in easy part of vocal range.	4.3.1	Use voice to match pitches sounded by teacher.
4.4	Distinguish between man's or woman's voice when heard.	4.4.1	Identify a voice as male or female.
4.5	Sing alone or with accompaniment.	4.5.1	Sing equally well with or without accompaniment.
4.6	Sing sustained tones as needed.	4.6.1	Sustain tones as they occur in song literature.
4.7	Show awareness of basic beat or pulse.	4.7.1	Clap or respond with whole body to basic beat.
4.8	Show difference between beat and rhythm.	4.8.1	Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.9	Distinguish between sounds and silences.	4.9.1	Perform notes and rests with coordinated body movements.

Grade Level: 1 Page 2

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.10 Measure duration of sounds carefully in rhythm patterns.	4.10.1 Sing familiar songs with rhythmic accuracy.
4.11 Reproduce rhythm patterns by ear.	4.11.1 Echo rhythm patterns using instruments or body.
4.12 Show awareness of accent in shaping rhythm.	4.12.1 Respond in varied ways to accented and unaccented beats.
4.13 Identify familiar instruments by sound.	4.13.1 Name instruments as they are heard.
4.14 Identify familiar melodies by sound.	4.14.1 Name melodies as they are played.
4.15 Be aware of the extent of the introduction to a song and be ready to begin singing.	4.15.1 Begin song at appropriate time without special indications from the teacher.
4.16 Be aware of changes of direction in melodies.	4.16.1 Identify when the melodic direction moves up, down, or remains the same.
4.17 Be aware of like and unlike phrases.	4.17.1 Identify like and unlike phrases as they are played or sung.
4.18 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.18.1 Identify familiar melodic and rhythm patterns on seeing visual representations.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.19 Be familiar with classroom instruments.	4.19.1 Handle instruments with ease and care.
4.20 Be aware of varied sound possibilities of instruments.	4.20.1 Play instruments in different ways to create varied sound qualities.
4.21 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.21.1 Play instruments appropriately and in coordination with the class.
4.22 Analyze ways of organizing music.	4.22.1 Identify same or different sections of music.
4.23 Comprehend phrase as having a beginning, middle, and end.	4.23.1 Sing or play phrase as a total idea with beginning, middle, and end.
4.24 Understand pattern in rhythm and melody.	4.24.1 Identify and perform patterns in rhythm and melody.
4.25 Recognize meter in sets of twos and threes.	4.25.1 Identify examples of double and triple meter in familiar compositions. Indicate when changes of accent occur.
4.26 Recognize when shifts of accents occur in basic meter pattern.	4.26.1 Identify shift of accents by clapping in double meter and then in triple meter.
4.27 Verbalize about quality of performance.	4.27.1 Compare and describe performance, e.g., effect, ensemble.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.28 Be aware of general time period in music.	4.28.1 Describe music as that of own time or long ago.
4.29 Be aware of effect of tempo and and dynamics.	4.29.1 Identify when music is too loud, too soft, or too fast, too slow.
4.30 Assess the suitability of student-created accompaniments for songs and stories.	4.30.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.
4.31 Be aware of the importance of leading/conducting.	4.31.1 Respond appropriately to teacher's or student's beat in leading music activities.
	4.31.2 Take turn leading group.
4.32 Understand need of "breathing" beat and cut-off.	4.32.1 Begin and end according to teacher's or student's leading.
4.33 Understand appropriate symbols for notating pitch and rhythm.	4.33.1 Read simple notated rhythm and melody patterns either without the staff or with two-line staff.
4.34 Coordinate eye movement to read simple notation.	4.34.1 Read simple patterns carefully and accurately.
4.35 Be aware of rests as well as notes.	4.35.1 Perform accurately simple melodic and rhythmic patterns using rests as well as notes.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.36 Respond to rhythms and dances using the whole body.	4.36.1 Use purposeful body movements for rhythms and dances.
4.37 Use the body as a rhythm instrument.	4.37.1 Perform with class using clap, tap, snap, slap, stamp, etc.
4.38 Control fine and gross motor actions as needed.	4.38.1 Use musical instruments with purpose and care.
	4.38.2 Avoid making unnecessary sounds when performing.
	4.38.3 Perform silences as well as sounds accurately.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, and quartet.
5.2	Know that music has been written by many different creators.	5.2.1	Tell names of familiar composers.
		5.2.2	Identify on hearing compositions by familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of growing repertoire.
5.4	Know that music is related to the other arts.	5.4.1	Give examples of relation of music to color, shape, and movement.
5.5	Know that each art form is made up of basic elements.	5.5.1	Verbalize about some of the basic elements of dance, drama, and art.
5.6	Know appropriate terms used in music studied.	5.6.1	Identify and use terms descriptive of various elements of music, instrument names, analytical terms (e.g., same/different, phrase), movement and dance, and the like.

Grade 2 Outline (selected competencies)*

1. Positive attitudes

   1.1 Understand that music is an important and valuable study which enriches her/his own life (toward self).
   1.4 Show tolerance of others' musical efforts (toward others).

2. Concepts of music

   2.3 Understand that melodies may progress by step or by skip (melody).
   2.7 Be aware that a sound or silence may be the same as another, or may be longer or shorter (rhythm).
   2.10 Be aware that groups of sounds may become faster or slower (tempo).
   2.17 Interpret words and symbols for indicating dynamics, such as p, mp, mf, f, crescendo, and decrescendo (dynamics).
   2.22 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors (tone color).
   2.24 Understand that chords may be used to accompany a melody (harmony).
   2.28 Recognize forms such as: AB, ABA, ABAB, and ABACA (form).

3. Development of creative capabilities

   3.3 Be aware that compositions have a beginning, middle, and end (concepts).
   3.8 Use varied informal notational schemes to share compositions on paper (skills).

4. Skills in music

   4.6 Pronounce words of songs clearly (singing).
   4.9 Distinguish between sounds and silences (rhythms).
   4.13 Be aware of differences in sound of major, minor, and pentatonic scales (listening).
   4.20 Be aware of varied sound possibilities of instruments (instrumental performance).
   4.25 Recognize meter in sets of two, three, four, and six (analysis).

   4.32 Compare the appropriateness of choices in tempo and dynamics for performance of various songs (evaluation).
   4.34 Understand need of "breathing" beat and cut-off (conducting).
   4.38 Read melodies with repeated tones, steps, and/or skips (music reading).
   4.41 Control fine and gross motor movements as needed (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

   5.4 Be aware of music from a range of times and places (history/literature).
   5.7 Know appropriate musical terms used in music studied (terminology).

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Grade Level: 2 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Show genuine involvement in music activities.
1.2 Understand the importance of her/his contributions.	1.2.1 Show that s/he can work with others.
1.3 Participate freely in the total program.	1.3.1 Be comfortable with fellow students.
1.4 Show tolerance of others' musical efforts.	1.4.1 Cooperate with others in making and receiving music.
1.5 Share knowledge and skills learned in music.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
1.6 Develop a positive self-image.	1.6.1 Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives		Measures	
2.1	Indicate that within a melody pitches may remain the same or move up or down.	2.1.1	Respond to melody and follow changes with hand or whole body.
2.2	Understand that some songs use predominantly low tones and others use predominantly high tones.	2.2.1	Identify songs which are relatively low and those which are relatively high.
2.3	Understand that melodies may progress by step or by skip.	2.3.1	Indicate when melodic movement is stepwise or by skips.
2.4	Recognize the steady beat or pulse.	2.4.1	March, clap, or respond in various other ways to the beat/pulse.
2.5	Recognize stressed and unstressed beats.	2.5.1	Respond to combinations of stressed and unstressed beats.
2.6	Understand that some music moves in a line and has no recognizable beat.	2.6.1	Demonstrate the flow of music which moves in a line.
2.7	Be aware that a sound or silence may be the same as another or may be longer or shorter.	2.7.1	Respond to sound or silences of varying lengths in a variety of ways.
2.8	Recognize that beats may be grouped by two, three, four, and six.	2.8.1	Indicate by sight, hearing, or observing movement which beat grouping is being played.

Grade Level: 2

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.9 Recognize that patterns of sounds may be relatively faster or slower than others.	2.9.1 Identify relative variations of tempo in different musical examples.
2.10 Be aware that groups of sounds may become faster or slower.	2.10.1 Identify when changes of tempo occur in music.
2.11 Verbalize about the effect of tempo on the mood of the music.	2.11.1 Respond to mood changes and identify where tempo variations have effected the change.
2.12 Recognize that different body movements may be used to illustrate tempo changes.	2.12.1 Demonstrate appropriate body movement for various tempi.
2.13 Recognize that patterns of sounds may be relatively louder or softer than others.	2.13.1 Identify relative variations of dynamics in different examples.
2.14 Be aware that individual sounds or groups of sounds may become louder or softer.	2.14.1 Identify when changes of dynamics occur in music.
2.15 Recognize that any piece of music may be performed at different dynamic levels.	2.15.1 Perform songs and instrumental selections at different dynamic levels.
2.16 Verbalize about the effect of dynamics on the mood of the music.	2.16.1 Respond to mood changes and identify where dynamic variations have effected the changes.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.17 Interpret words and symbols for indicating dynamics, such as p, mp, mf, f, crescendo, and decrescendo.	2.17.1 Recognize symbols for dynamic indications and respond accordingly.
2.18 Be aware of all sounds.	2.18.1 Identify and verbalize about qualities of various sounds.
2.19 Recognize the different characteristics of sound produced by different sources.	2.19.1 Identify specific sources of sounds and characteristics of these individual sounds.
2.20 Recognize familiar musical instruments.	2.20.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.21 Associate tone colors with pictures of familiar instruments.	2.21.1 Identify picture of instruments when sound of that instrument is heard.
2.22 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.22.1 Experiment with various combinations of voices and instruments to produce different colors.
2.23 Understand that two or more pitches may be sounded at the same time.	2.23.1 Identify whether one or more than one pitch has been sounded.
2.24 Understand that chords may be used to accompany a melody.	2.24.1 Identify whether melodies are played, sung alone, or accompanied by chords.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.25 Understand that patterns in music may be formed.	2.25.1 Recognize when musical phrases begin and end.
2.26 Recognize that patterns may be repeated with and/or without change.	2.26.1 Indicate when phrases are repeated exactly and when they are changed.
	2.26.2 Respond to ABA form when musical examples are played.
2.27 Associate letters A and B or various geometric symbols with sections of music.	2.27.1 Identify beginning and end of sections as "A section," or "B section," or the like.
2.28 Recognize forms such as: AB, ABA, ABAB, and ABACA.	2.28.1 Identify form of composition when heard.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.1 Be aware of her/his own creative capabilities.	3.1.1 Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2 Be aware of both problem solving and problem recognition.	3.2.1 Verbalize about what music can be (alternate choices) and what specific choices exist in the music being studied.
3.3 Be aware that compositions have a beginning, middle, and end.	3.3.1 Indicate sections of familiar songs as being the beginning, middle, or end.
3.4 Be aware of appropriate sounds for use in composition.	3.4.1 Select voice(s) and/or instruments suitable for composition.
3.5 Be aware of possible variations of tempo and dynamics for use in a composition.	3.5.1 Utilize variations of tempo and dynamics to control effect of composition.
3.6 Develop and/or improvise melodic expressions for songs.	3.6.1 Create songs either by plan or spontaneously.
3.7 Select appropriate combinations of familiar rhythm instruments in compositions.	3.7.1 Use varied and appropriate instrumental arrangements in compositions.
3.8 Use varied informal notation schemes to share compositions on paper.	3.8.1 Create suitable symbolic or iconic indications for compositions and record them on paper.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.9	Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.9.1	Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.

Grade Level: 2 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.1 Be aware of the difference between the singing and the speaking voice.	4.1.1 Move freely from speaking to singing voice and back.
4.2 Use voice with ease.	4.2.1 Sing comfortably and accurately within natural range of his/her voice.
4.3 Sing alone or with accompaniment.	4.3.1 Sing equally well with or without accompaniment.
4.4 Sing sustained tones as needed.	4.4.1 Sustain tones as they occur in song literature.
4.5 Sing accurately and with pleasant tone quality.	4.5.1 Blend with group when singing.
4.6 Pronounce words of songs clearly.	4.6.1 Sing with clear diction.
4.7 Be aware of appropriate style of song.	4.7.1 Sing songs with appropriate style.
4.8 Show difference between beat and rhythm.	4.8.1 Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.9 Distinguish between sounds and silences.	4.9.1 Perform notes and rests with coordinated body movements.

Grade Level: 2

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.10 Show awareness of accent in shaping rhythm.	4.10.1 Respond in varied ways to accented and unaccented beats.
4.11 Accompany songs or chants with repeated rhythm patterns.	4.11.1 Accompany songs and chants freely using repeated rhythm patterns.
4.12 Identify familiar melodies by sound.	4.12.1 Name melodies as they are played.
4.13 Be aware of differences in sound of major, minor, and pentatonic scales.	4.13.1 Identify major, minor, and pentatonic scales on hearing.
4.14 Be aware of changes of direction in melodies.	4.14.1 Identify when the melodic direction moves up, down, or remains the same.
4.15 Be aware of like and unlike phrases.	4.15.1 Identify like and unlike phrases as they are played or sung.
4.16 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.16.1 Identify familiar melodic and rhythm patterns upon seeing visual representations.
4.17 Be aware of texture in music such as rough/smooth, thick/thin.	4.17.1 Recognize various textures on hearing.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.18 Be aware of music of other countries and cultures.	4.18.1 Identify on hearing familiar music of other countries and cultures.
4.19 Be familiar with classroom instruments.	4.19.1 Handle instruments with ease and care.
4.20 Be aware of varied sound possibilities of instruments.	4.20.1 Play instruments in different ways to create varied sound qualities.
4.21 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.21.1 Play instruments appropriately and in coordination with the class.
4.22 Analyze ways of organizing music.	4.22.1 Identify same or different sections of music.
4.23 Comprehend phrase as having a beginning, middle, and end.	4.23.1 Sing or play phrase as a total idea with beginning, middle, and end.
4.24 Understand pattern in rhythm and melody.	4.24.1 Identify and perform patterns in rhythm and melody.
4.25 Recognize meter in sets of two, three, four, and six.	4.25.1 Identify, by sight, hearing, or through movement, examples of metric combinations of two, three, four, and six in familiar compositions.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.26 Recognize when shifts of accents occur in basic meter pattern.	4.26.1 Indicate by varied means when changes of accents occur.
4.27 Apply analytical skills to music of other countries and cultures.	4.27.1 Verbalize about differences in music of other countries and cultures.
4.28 Verbalize about quality of performance.	4.28.1 Compare and describe performance, e.g., effect, ensemble.
4.29 Be aware of general time period in music.	4.29.1 Describe music as that of own time or long ago.
4.30 Be aware of effect of tempo and dynamics.	4.30.1 Identify when music is too loud, too soft, or too fast, too slow,
4.31 Assess the suitability of student-created accompaniments for songs and stories.	4.31.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.
4.32 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.32.1 Verbalize about the effect of these changes.
4.33 Be aware of the importance of leading/conducting.	4.33.1 Respond appropriately to teacher's or student's beat in leading music activities. 4.33.2 Take turns leading group.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.34 Understand need of "breathing beat" and cut-off.	4.34.1 Begin and end according to teacher's or student's leading.
4.35 Understand appropriate symbols for notating pitch and rhythm.	4.35.1 Read and perform simple notated rhythm and melody patterns with or without the staff or with two line staff.
4.36 Coordinate eye movement to read simple notation.	4.36.1 Read and perform simple patterns carefully and accurately.
4.37 Be aware of rests as well as notes.	4.37.1 Perform accurately simple melodic and rhythmic patterns using rests as well as notes.
4.38 Read melodies with repeated tones, steps and/or skips.	4.38.1 Read and perform melodies with repeated tones, steps, and/or skips.
4.39 Respond to rhythms and dances using the whole body.	4.39.1 Use purposeful body movements for rhythms and dances.
4.40 Use the body as a rhythm instrument.	4.40.1 Perform with class using clap, tap, snap, slap, stamp.
4.41 Control fine and gross motor movements as needed.	4.41.1 Use musical instruments with purpose and care.
	4.41.2 Avoid making unnecessary sounds when performing.
	4.41.3 Perform silences as well as sounds accurately.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, quartet, and others.
5.2	Know that music has been written by many different creators.	5.2.1	Tell names of familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which he/she is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of growing repertoire.
5.4	Be aware of music from a range of times and places.	5.4.1	Identify on hearing whether music is from now or long ago--own culture or other.
5.5	Know that music is related to the other arts.	5.5.1	Give examples of relation of music to color, shape, and movement.
5.6	Know that each art form is made up of basic elements.	5.6.1	Verbalize about some of the basic elements of dance, drama, and art.
5.7	Know appropriate terms used in music studied.	5.7.1	Identify and use terms descriptive of various elements of music, instrument names, analytical terms (e.g., same/different, phrase, cadence), movement and dance, and the like.

Grade 3 Outline (selected competencies)*

1. Positive attitudes

    1.2 Understand the importance of her/his contributions (toward self).
    1.5 Share knowledge and skills learned in music with others (toward others).

2. Concepts of music

    2.4 Understand that two or more melodies may exist at the same time (melody).
    2.10 Differentiate between the rhythm of the melody and that of the underlying beat (rhythm).
    2.14 Understand significance of fermata in pausing tempo (tempo).
    2.18 Recognize that any piece of music may be performed at different dynamic levels (dynamics).
    2.24 Understand that various overall timbres characterize music of different time periods (tone color).
    2.28 Understand relation of tonic triad to scale (harmony).
    2.30 Recognize same/different sections of a composition (form).

3. Development of creative capabilities

    3.5 Be aware of possible variations of tempo and dymanics for use in composition (concepts).
    3.10 Understand the importance of dynamics, tempo, and articulation on the overall effect of the composition (skills).

4. Skills in music

    4.5 Sing accurately and with pleasant tone quality (singing).
    4.11 Accompany songs or chants with repeated rhythm patterns (rhythms).
    4.17 Be aware of like and unlike phrases (listening).
    4.26 Develop ability to perform independent accompaniments and ostinati (instrumental performance).
    4.32 Apply analytical skills to music of other countries and cultures (analysis)
    4.38 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems (evaluation).
    4.40 Understand need of "breathing" beat and cut-off (conducting).
    4.45 Associate numbers and/or letter names with degrees of the scale (music reading).
    4.46 Respond to rhythms and dances using the whole body (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

   5.6 Know that music is related to the other arts (history/literature).
   5.8 Know appropriate terms used in music studies (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives		Measures	
1.1	Understand that music is an important and valuable study which enriches her/his own life.	1.1.1	Show genuine involvement in music activities.
1.2	Understand the importance of her/his contributions.	1.2.1	Show that s/he can work with others.
1.3	Participate freely in the total program.	1.3.1	Be comfortable with fellow students.
1.4	Show tolerance of others' musical efforts.	1.4.1	Cooperate with others in making and receiving music.
1.5	Share knowledge and skills learned in music with others.	1.5.1	Freely accept opportunities to aid other students in their musical growth.
1.6	Develop a positive self-image.	1.6.1	Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives		Measures	
2.1	Indicate that within a melody, pitches may remain the same or move up or down.	2.1.1	Respond to melody and follow changes with hand or whole body.
2.2	Understand that some songs use predominantly low tones and others use predominantly high tones.	2.2.1	Identify songs which are relatively low and those which are relatively high.
2.3	Understand that melodies may progress by step or by skip.	2.3.1	Indicate when melodic movement is stepwise or by skips.
2.4	Understand that two or more melodies may exist at the same time.	2.4.1	Recognize and perform canons, rounds, and polyphonic music.
2.5	Understand that pitches may form a common group of sounds.	2.5.1	Relate melodies to their appropriate scales--major, minor, and pentatonic.
2.6	Recognize stressed and unstressed beats.	2.6.1	Respond by sight, hearing, or through movement to combinations of stressed and unstressed beats.
2.7	Understand that some music moves in a line and has no recognizable beat.	2.7.1	Demonstrate the flow of music which moves in a line.
2.8	Be aware that a sound or silence may be the same as another, or may be longer or shorter.	2.8.1	Respond to sounds or silences of varying lengths in a variety of ways.

Grade Level: 3

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives		Measures	
2.9	Recognize that beats may be grouped by two, three, four, and six.	2.9.1	Indicate upon hearing, which beat grouping is being played.
2.10	Differentiate between the rhythm of the melody and that of the underlying beat.	2.10.1	Perform readily either the melodic or beat rhythm.
2.11	Understand that accents may occur between beats.	2.11.1	Sing, read, and perform syncopated rhythms.
2.12	Recognize that patterns of sounds may be relatively faster or slower than others.	2.12.1	Identify relative variations of tempo in different musical examples.
2.13	Be aware that groups of sounds may become faster or slower.	2.13.1	Identify when changes of tempo occur in music.
2.14	Understand significance of fermata in pausing tempo.	2.14.1	Perform in ways which demonstrate the fermata as an expressive device.
2.15	Recognize that different body movements may be used to illustrate tempo changes.	2.15.1	Demonstrate appropriate body movements for various tempi.
2.16	Recognize that patterns of sounds may be relatively louder or softer than others.	2.16.1	Identify relative variations of dynamics in different musical examples.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.17 Be aware that individual sounds, or groups of sounds may become louder or softer.	2.17.1 Identify when changes of dynamics occur in music.
2.18 Recognize that any piece of music may be performed at different dynamic levels.	2.18.1 Perform different songs and instrumental selections at varied dynamic levels.
2.19 Verbalize about the effect of dynamics on the mood of the music.	2.19.1 Respond to mood changes and identify where dynamic variations have effected the changes.
2.20 Interpret words and symbols for indicating dynamics such as p, mp,mf, f, crescendo, and decrescendo.	2.20.1 Recognize symbols for dynamic indications and respond accordingly.
2.21 Be aware of all sounds.	2.21.1 Identify and verbalize about qualities of various sounds.
2.22 Recognize the different characteristics of sound produced by different sources.	2.22.1 Identify specific sources of sounds and characteristics of these individual sounds.
2.23 Recognize familiar musical instruments.	2.23.1 Identify, upon hearing specific musical instruments, those with which s/he is familiar.
2.24 Understand that various overall timbres characterize music of different time periods.	2.24.1 Recognize and identify differences between sounds of contemporary music and music of the past.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.25 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.25.1 Experiment with various combinations of voices and instruments to produce different colors.
2.26 Understand that two or more pitches may be sounded at the same time.	2.26.1 Identify whether one or more than one pitch has been sounded.
2.27 Understand that chords may be used to accompany a melody.	2.27.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.28 Understand relation of tonic triad to scale.	2.28.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.29 Recognize that patterns may be repeated with and/or without change.	2.29.1 Indicate when phrases are repeated exactly and when they are changed.
2.30 Recognizes same/different sections of a composition.	2.30.1 Indicate recognition of same/different sections by creating accompaniments which follow those sections.
2.31 Associate letters A and B or various geometric symbols with sections of music.	2.31.1 Identify beginning and end of sections as "A section," "B section," or the like.
2.32 Recognize forms such as: AB, ABA, ABAB, and ABACA.	2.32.1 Identify form of composition when heard.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.1	Be aware of her/his own creative capabilities.	3.1.1	Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2	Be aware of both problem solving and problem recognition.	3.2.1	Verbalize about what music can be (alternate choices), and what specific choices exist in the music being studied.
3.3	Be aware that compositions have a beginning, middle, and end.	3.3.1	Indicate sections of familiar songs as being from the beginning, middle, or end.
3.4	Be aware of appropriate sounds for use in composition.	3.4.1	Select voice(s) and/or instruments suitable for composition.
3.5	Be aware of possible variations of tempo and dynamics for use in composition.	3.5.1	Utilize variation of tempo and dynamics to control effect of composition.
3.6	Develop and/or improvise melodic expressions for songs.	3.6.1	Create songs either by plan or spontaneously.
3.7	Select appropriate combinations of familiar rhythm instruments for use in compositions.	3.7.1	Use varied and appropriate instrumental arrangements in compositions.
3.8	Use varied informal notation schemes to share compositions on paper.	3.8.1	Create suitable, symbolic indications for compositions and record them on paper.

Grade Level: 3

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.9 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.9.1 Create sound effects, movements, and dramatizations to enhance the effect of musical compositions.
3.10 Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.10.1 Choose appropriate volume, tempo, and articulations for composition.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.1	Be aware of the difference between the singing and the speaking voice.	4.1.1	Move freely from speaking to singing voice and back.
4.2	Use voice with ease.	4.2.1	Sing comfortably and accurately within natural range of her/his voice.
4.3	Sing alone or with accompaniment.	4.3.1	Sing equally well with or without accompaniment.
4.4	Sing sustained tones as needed.	4.4.1	Sustain tones as they occur in song literature.
4.5	Sing accurately and with pleasant tone quality.	4.5.1	Blend with group when singing.
4.6	Pronounce words of songs clearly.	4.6.1	Sing with clear diction.
4.7	Be aware of appropriate style of song.	4.7.1	Sing songs with appropriate style.
4.8	Show difference between beat and rhythm.	4.8.1	Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.9	Distinguish between sounds and silences.	4.9.1	Perform notes and rests with coordinated body movements.

Grade Level: 3 Page 2

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.10 Show awareness of accent in shaping rhythm.	4.10.1 Respond in varied ways to accented and unaccented beats.
4.11 Accompany songs or chants with repeated rhythm patterns.	4.11.1 Accompany songs and chants freely using repeated rhythm patterns.
4.12 Understand grouping of beats into patterns of two, three, four, and six.	4.12.1 Perform music readily when beats are grouped into two, three, four, and six.
4.13 Comprehend shifting of accent to produce syncopation.	4.13.1 Perform syncopated rhythms accurately.
4.14 Identify familiar melodies by sound.	4.14.1 Name melodies as they are played.
4.15 Be aware of differences in sound of major, minor, and pentatonic scales.	4.15.1 Identify major, minor, and pentatonic scales on hearing.
4.16 Be aware of changes of direction in melodies.	4.16.1 Identify when the melodic direction moves up, down, or remains the same.
4.17 Be aware of like and unlike phrases.	4.17.1 Identify like and unlike phrases as they are played or sung.
4.18 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.18.1 Identify familiar melodic and rhythm patterns upon seeing visual representations.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.19 Associate numbers with tones of the scale.	4.19.1 Identify simple melodies by scale tones on hearing.
4.20 Be aware of texture in music such as rough/smooth, thick/thin.	4.20.1 Recognize various textures on hearing.
4.21 Be aware of music of other countries and cultures.	4.21.1 Identify on hearing familiar music of other countries and cultures.
4.22 Be familiar with classroom instruments.	4.22.1 Handle instruments with ease and care.
4.23 Be aware of varied sound possibilities of instruments.	4.23.1 Play instruments in different ways to create varied sound qualities.
4.24 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.24.1 Play instruments appropriately and in coordination with the class.
4.25 Understand need for control of changes in tempo and dynamics.	4.25.1 Exhibit control of gradual changes of tempo and dynamics.
4.26 Develop ability to perform independent accompaniments and ostinati.	4.26.1 Perform with confidence accompaniments and ostinati.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.27 Analyze ways of organizing music.	4.27.1 Identify same or different sections of music.
4.28 Comprehend phrase as having a beginning, middle, and end.	4.28.1 Sing or play phrase as a total idea with beginning, middle, and end.
4.29 Understand pattern in rhythm and melody.	4.29.1 Identify and perform patterns in rhythm and melody.
4.30 Recognize meter in sets of two, three, four, and six.	4.30.1 Identify examples of metric combinations of two, three, four, and six in familiar compositions.
4.31 Recognize when shifts of accents occur in basic meter pattern.	4.31.1 Indicate when changes of accents occur.
4.32 Apply analytical skills to music of other countries and cultures.	4.32.1 Verbalize about differences in music of other countries and cultures.
4.33 Verbalize about quality of performance.	4.33.1 Compare and describe performance, e.g., effect, ensemble.
4.34 Be aware of general time period in music.	4.34.1 Describe music as that of own time or long ago.
4.35 Be aware of effect of tempo and dynamics.	4.35.1 Identify when music is too loud, too soft, or too fast, too slow.

Grade Level: 3

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.36 Assess the suitability of student-created accompaniments for songs and stories.	4.36.1 Verbalize about whether or not a a student-created accompaniment is effective for a given song or story.
4.37 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.37.1 Verbalize about the effect of these changes.
4.38 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.38.1 Verbalize about her/his understanding of the importance of phrases and cadences in the organization of compositions, poems, and songs.
4.39 Be aware of the importance of leading/conducting.	4.39.1 Respond appropriately to teacher's beat in leading music activities.
	4.39.2 Take turn leading group in songs and instrumental pieces.
	4.39.3 Lead group in performance of own compositions.
4.40 Understand need of "breathing" beat and cut-off.	4.40.1 Begin and end according to teacher's or student's leading.
4.41 Understand appropriate symbols for notating pitch and rhythm.	4.41.1 Read simple notated rhythm and melody patterns either without the staff, or with two or five line staff.

Grade Level: 3

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.42 Coordinate eye movement to read simple notation.	4.42.1 Read simple patterns carefully and accurately.
4.43 Be aware of rests as well as notes.	4.43.1 Perform accurately simple melodic and rhythmic patterns using rests as well as notes.
4.44 Read melodies with repeated tones, steps, and/or skips.	4.44.1 Read and perform melodies with repeated tones, steps, and/or skips.
4.45 Associate numbers and/or letter names with degrees of the scale.	4.45.1 Read simple melodies using numbers and/or letter names.
4.46 Respond to rhythms and dances using the whole body.	4.46.1 Use purposeful body movements for rhythms and dances.
4.47 Use the body as a rhythm instrument.	4.47.1 Perform with class using clap, tap, snap, slap, stamp, etc.
4.48 Control gross and fine motor movements as needed.	4.48.1 Use musical instruments with purpose and care.
	4.48.2 Perform silences as well as sounds carefully.
	4.48.3 Perform changes in tempo, dynamics, and articulation with care.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, quartet, and others.
5.2	Know that music has been written by many different creators.	5.2.1	Tell name of familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of growing repertoire.
5.4	Be aware of music from a range of times and places.	5.4.1	Identify whether music is from from now or long ago-own culture or other.
5.5	Be aware that different peoples use musical components in special ways to express their own ways of thinking and feeling.	5.5.1	Recognize different uses of musical components to achieve individual expressions.
5.6	Know that music is related to the other arts.	5.6.1	Give examples of relation of music to color, shape, and movement.
5.7	Know that each art form is made up of basic elements.	5.7.1	Verbalize about some of the basic elements of dance, drama, and art.

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.8 Know appropriate terms used in music studied.	5.8.1 Identify and use terms descriptive of various elements of music, instrument names, analytical terms (e.g., same/different, phrase, cadence), movement and dance, and the like.
	5.8.2 Recognize and use terms related to design in music (e.g., D.C., al fine, repeat signs).

GENERAL MUSIC GRADES 4-6

Major Emphases

Music study at the intermediate level continues the emphasis of the K-3 period on creativity, development of cognitive capacities and skills, and a growing development of the aesthetic sense.

In contrast to the K-3 years, where importance was placed on establishing valid patterns of perception, the emphasis in 4-6 is on developing awareness and capabilities. During this period, the student's motor control becomes progressively more coordinated, resulting in a greater certainty in all types of activity requiring fine adjustment, such as instrument playing, singing, movement, and rhythmic response. The singing voice acquires greater control and a wider range and part-singing is introduced and developed. Rhythmic senses are sharpened through instrumental experience, movement, and responses to increasingly more complex rhythms. Solo and ensemble experiences contribute to this development. Study of the elements of music continues here to develop basic and workable concepts of each element. Concepts of form and tone color, for example, now become more sharply defined.

The student's experiences with music literature become increasingly broader to include, in addition to the songs in basic textbooks, other types of music such as music of historical periods, classic and ethnic musics, popular music and contemporary expressions, such as electronic and chance music.

Development of skills in reading the printed score is emphasized at this time in both vocal and instrumental applications. Work with melody flute and recorder is appropriate at this time, and additional classes may be made available for those students electing to pursue study in greater depth on wind, percussion, and/or stringed instruments.

Grade 4 Outline (selected competencies)*

1. Positive attitudes

    1.2 Understand the importance of her/his contributions (toward self).
    1.5 Share knowledge and skills learned in music with others (toward others).

2. Concepts of music

    2.5 Understand the relationship of scales to their key signatures (melody).
    2.12 Relate fraction concepts to the notation of rhythm (rhythm).
    2.17 Comprehend that tempo and dynamics may operate in total independence (tempo).
    2.21 Verbalize about the effect of dynamics on the mood of the music (dynamics).
    2.26 Understand that instruments may be combined to create new tone colors (tone color).
    2.30 Understand that chords may be used to accompany a melody (harmony).
    2.34 Recognize that sections which are repeated may be varied without being totally changed (form).

3. Development of creative capabilities

    3.1 Be aware of her/his own creative capabilities (concepts).
    3.8 Utilize specific musical forms in compositions (skills).

4. Skills in music

    4.6 Control voice to maintain pitch independence (singing).
    4.15 Comprehend shifting of accent to produce syncopation (rhythms).
    4.22 Be aware of texture in music such as rough/smooth, thick/thin (listening).
    4.25 Understand autoharp chord symbols (instrumental performance).
    4.32 Understand basic triad structure and formation of first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality (analysis).
    4.42 Make comparisons of different performance of the same piece of music (evaluation).
    4.45 Understand the significance of beat patterns in conducting (conducting).
    4.48 Apply understanding of intervals to reading (music reading).
    4.51 Use the body as a rhythm instrument (physical coordination).

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* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

   5.7 Know that each art form is made up of basic elements (history/literature).
   5.8 Know compositions from North Carolina's musical heritage (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Perform with confidence.
1.2 Understand the importance of her/his contributions.	1.2.1 Make choices and express preferences.
1.3 Participate freely in the total program.	1.3.1 Be comfortable with fellow students.
1.4 Show tolerance of others' musical efforts.	1.4.1 Cooperate with others in making and receiving music.
1.5 Share knowledge and skills learned in music with others.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
	1.5.2 Give and receive directions for music activities.
1.6 Develop a positive self-image.	1.6.1 Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives		Measures	
2.1	Understand that melodies may progress by step or by skip.	2.1.1	Indicate when melodic movement is stepwise or by skips.
2.2	Understand that melodies may be formed of groups of tones which are repeated a step or more higher or lower.	2.2.1	Recognize sequence aurally and visually.
2.3	Understand that two or more melodies may exist at the same time.	2.3.1	Recognize and perform canons, rounds, and polyphonic music.
2.4	Understand that pitches may form a common group of sounds.	2.4.1	Relate melodies to their appropriate scales--major, minor, and pentatonic.
2.5	Understand the relationship of scales to their key signatures.	2.5.1	Determine tonality of composition from key signature and melodic notation.
2.6	Understand that the distance between two pitches can be measured and that this distance produces a characteristic sound.	2.6.1	Identify and perform intervals of a second, third, fourth, fifth, and octave.
2.7	Recognize stressed and unstressed beats.	2.7.1	Respond to combinations of stressed and unstressed beats.
2.8	Understand that some music moves in a line and has no recognizable beat.	2.8.1	Demonstrate the flow of music which moves in a line.

Grade Level: 4

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.9 Recognize that beats may be grouped by two, three, four, five, and six.	2.9.1 Indicate which beat grouping is being played.
2.10 Differentiate between the rhythm of the melody and that of the underlying beat.	2.10.1 Perform readily either the melodic or beat rhythm.
2.11 Understand that accents may occur between beats.	2.11.1 Sing, read, and perform syncopated rhythms.
2.12 Relate fraction concepts to the notation of rhythm.	2.12.1 Apply fraction terminology to the understanding of duration relationships.
2.13 Recognize that patterns of sounds may be relatively faster or slower than others.	2.13.1 Identify relative variations of tempo in different musical examples.
2.14 Be aware that groups of sounds may become faster or slower.	2.14.1 Identify when changes of tempo occur in music.
2.15 Understand the significance of fermata in pausing tempo.	2.15.1 Perform in ways which demonstrate the fermata as as expressive device.
2.16 Recognize that different body movements may be used to illustrate tempo changes.	2.16.1 Demonstrate appropriate body movements for various tempi.

Grade Level: 4

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.17 Comprehend that tempo and dynamics may operate in total independence.	2.17.1 Avoid equating slower with softer, faster with louder, etc.
2.18 Recognize that patterns of sounds may be relatively louder or softer than others.	2.18.1 Identify relative variations of dynamics in different musical examples.
2.19 Be aware that individual sounds, or groups of sounds may become louder or softer.	2.19.1 Identify when changes of dynamics occur in music.
2.20 Recognize that any piece of music may be performed at different dynamic levels.	2.20.1 Perform different songs and instrumental selections at varied dynamic levels.
2.21 Verbalize about the effect of dynamics on the mood of the music.	2.21.1 Respond to mood changes and identify where dynamic variations have effected the changes.
2.22 Interpret words and symbols for indicating dynamics such as p, mp, mf, f, crescendo, and decrescendo.	2.22.1 Recognize symbols for dynamic indication and respond accordingly.
2.23 Be aware of all sounds.	2.23.1 Identify and verbalize about qualities of various sounds.
2.24 Understand that each voice has a characteristic tone color and pitch range.	2.24.1 Identify on hearing soprano, alto, tenor, and bass by tone color and range.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.25 Recognize familiar musical instruments.	2.25.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.26 Understand that instruments may be combined to create new tone colors.	2.26.1 Identify on hearing string quartet, band, orchestra, woodwind, quintet, etc.
2.27 Understand that various overall timbres characterize music of different time periods.	2.27.1 Recognize and identify differences between sounds of contemporary music and music of the past.
2.28 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.28.1 Experiment with various combinations of voices and instruments to produce different colors.
2.29 Understand that two or more pitches may be sounded at the same time.	2.29.1 Identify whether one, or more than one, pitch has been sounded.
2.30 Understand that chords may be used to accompany a melody.	2.30.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.31 Understand relation of tonic triad to scale.	2.31.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.32 Recognize that patterns may be repeated with and/or without change.	2.32.1 Indicate when phrases are repeated exactly and when they are changed.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.33 Recognize same/different sections of a composition.	2.33.1 Indicate recognition of same/different sections by creating accompaniments which follow those sections.
2.34 Recognize that sections which are repeated may be varied without being totally changed.	2.34.1 Identify rhythm and pitch variations such as melodic extensions, melodic sequences, harmonic variations, etc.
2.35 Associate letters A and B or various geometric symbols with sections of music.	2.35.1 Identify beginning and end of sections as "A section," and "B section" or the like.
	2.35.2 Respond to ABA form when musical examples are played.
2.36 Recognize forms such as AB, ABA, ABAB, and ABACA.	2.36.1 Identify form of composition when heard.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.1	Be aware of her/his own creative capabilities.	3.1.1	Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2	Be aware of both problem solving and problem recognition.	3.2.1	Verbalize about what music can be (alternate choices) and what specific choices exist in the music being studied.
3.3	Be aware that compositions have a beginning, middle, and end.	3.3.1	Indicate sections of familiar songs as being the beginning, middle, or end.
3.4	Be aware of appropriate sounds for use in composition.	3.4.1	Select voice(s) and/or instruments suitable for composition.
3.5	Be aware of possible variations of tempo and dynamics for use in composition.	3.5.1	Use variation of tempo and dynamics to control effect of composition.
3.6	Develop and/or improvise melodic expressions for songs.	3.6.1	Create songs either by plan or spontaneously.
3.7	Select appropriate combinations of familiar rhythm instruments for use in compositions.	3.7.1	Use varied and appropriate instrumental arrangements in compositions.
3.8	Use specific musical forms in compositions.	3.8.1	Create compositions using AB, ABA, etc., formal structures.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.9	Use varied informal notation schemes to share compositions on paper.	3.9.1	Create suitable symbolic indications for compositions and record them on paper.
3.10	Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.10.1	Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.
3.11	Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.11.1	Choose appropriate volume, tempo, and articulations for composition.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.1	Be aware of the difference between the singing and the speaking voice.	4.1.1	Move freely from speaking to singing voice and back.
4.2	Use voice with ease.	4.2.1	Sing comfortably and accurately within natural range of her/his voice.
4.3	Sing alone or with accompaniment.	4.3.1	Sing equally well with or without accompaniment.
4.4	Sing accurately and with pleasant tone quality.	4.4.1	Blend with group when singing.
4.5	Sing with clear articulation.	4.5.1	Sing staccato as well as legato with freedom.
4.6	Control voice to maintain pitch independence.	4.6.1	Sing simple two-part music.
		4.6.2	Maintain one part of a three or four-part round.
		4.6.3	Sing harmonizing part which may move in parallel or contrary motion with the melody.
4.7	Control voice in use of dynamics.	4.7.1	Control level of volume as well as changes in level of volume.

Grade Level: 4 Page 2

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.8 Pronounce words of songs clearly.	4.8.1 Sing with clear diction.
4.9 Be aware of appropriate style.	4.9.1 Sing songs with appropriate style.
4.10 Show difference between beat and rhythm.	4.10.1 Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.11 Distinguish between sounds and silences.	4.11.1 Perform notes and rests with coordinated body movements.
4.12 Show awareness of accent in shaping rhythm.	4.12.1 Respond in varied ways to accented and unaccented beats.
4.13 Accompany songs or chants with repeated rhythm patterns.	4.13.1 Accompany songs and chants freely using repeated rhythm patterns.
4.14 Understand grouping of beats into patterns of two, three, four, five, and six.	4.14.1 Perform music readily when beats are grouped into two, three, four, five, and six.
4.15 Comprehend shifting of accent to produce syncopation.	4.15.1 Perform syncopated rhythms accurately.
4.16 Express rhythmic understandings with body movements.	4.16.1 Perform traditional dances with accuracy.
	4.16.2 Create dance movements to integrate rhythmic understandings.

Grade Level: 4

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.17 Be aware of differences in sound of major, minor, and pentatonic scales.	4.17.1 Identify major, minor, and pentatonic scales upon hearing.
4.18 Understand the whole and half step patterns which make up the major scale.	4.18.1 Identify whole and half step patterns of major scales upon hearing.
4.19 Be aware of like and unlike phrases.	4.19.1 Identify like and unlike phrases as they are played or sung.
4.20 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.20.1 Identify familiar melodic and rhythm patterns form visual representations.
4.21 Associate numbers and/or syllables with tones of the scale.	4.21.1 Identify simple melodies by scale tones on hearing.
4.22 Be aware of texture in music such as rough-smooth, thick-thin.	4.22.1 Recognize various textures upon hearing and respond verbally or through movement.
4.23 Be aware of music of other countries and cultures.	4.23.1 Identify on hearing familiar music of other countries and cultures.
4.24 Be familiar with classroom instruments.	4.24.1 Handle instruments with ease and care.

Grade Level: 4

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.25 Understand autoharp chord symbols.	4.25.1 Read autoharp chord symbols and use them in accompaniments.
4.26 Be aware of varied sound possibilities of instruments.	4.26.1 Play instruments in different ways to create varied sound qualities.
4.27 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.27.1 Play instruments appropriately and in coordination with the class.
4.28 Understand need for control of changes in tempo and dynamics.	4.28.1 Exhibit control of gradual changes of tempo and dynamics.
4.29 Develop ability to perform independent accompaniments and ostinati.	4.29.1 Perform with confidence accompaniments and ostinati.
4.30 Analyze ways of organizing music.	4.30.1 Identify same or different sections of music.
4.31 Understand pattern in rhythm and melody.	4.31.1 Identify and perform patterns in rhythm and melody.
4.32 Understand basic triad structure and formation of triads on first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality.	4.32.1 Identify and perform I, IV, V, and V7 chords in at least C, G, and F major.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.33 Recognize meter in sets of two, three, four, five, and six.	4.33.1 Identify examples of metric combinations of two, three, four, five, and six in familiar compositions.
4.34 Recognize when shifts of accents occur in basic meter pattern.	4.34.1 Indicate when changes of accents occur.
4.35 Apply analytical skills to music of other countries and cultures.	4.35.1 Verbalize about differences in music of other countries and cultures.
4.36 Verbalize about quality of performance.	4.36.1 Compare and describe performance, e.g., effect, ensemble, etc.
4.37 Be aware of general time period in music.	4.37.1 Describe music as that of own time or long ago.
4.38 Be aware of effect of tempo and dynamics.	4.38.1 Identify when music is too loud, too soft, or too fast, too slow.
4.39 Assess the suitability of student-created accompaniments for songs and stories.	4.39.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.
4.40 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.40.1 Verbalize about the effect of these changes.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.41 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.41.1 Verbalize about her/his understanding of the importance of phrases and cadences in the organization of compositions, poems, and songs.
4.42 Make comparisons of different performance of the same piece of music.	4.42.1 Compare class performance with recorded performance of same music.
4.43 Be aware of the importance of leading/conducting.	4.43.1 Respond appropriately to teacher's beat in leading music activities.
	4.43.2 Take turn leading group.
4.44 Understand need of "breathing" beat and cut-off.	4.44.1 Begin and end according to teacher's or student's leading.
4.45 Understand the significance of beat patterns in conducting.	4.45.1 Match beat patterns to appropriate meter signatures.
4.46 Understand appropriate symbols for notating pitch and rhythm.	4.46.1 Read and perform music using letter names, scale degrees, and/or syllables and rhythm notation names.
4.47 Apply concept of fractions to reading of rhythm.	4.47.1 Apply fraction terminology to rhythmic notation.
	4.47.2 Read accurately whole, half, quarter, eighth, and sixteenth notes.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.48 Apply understanding of intervals to reading.	4.48.1 Read music with intervals of second, third, fourth, and fifth.
4.49 Be aware of rests as well as notes.	4.49.1 Perform accurately simple melodic and rhythmic patterns using rests as well as notes.
4.50 Respond to rhythms and dances using the whole body.	4.50.1 Use purposeful body movements for rhythms and dances.
4.51 Use the body as a rhythm instrument.	4.51.1 Perform with class using clap, tap, snap, slap, stamp, etc.
4.52 Control fine and gross motor movements as needed.	4.52.1 Use musical instruments with purpose and care.
	4.52.2 Perform silences as well as sounds carefully.
	4.52.3 Perform changes in tempo, dynamics, and articulation with care.
	4.52.4 Use variety of strumming techniques with autoharp.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, and quartet.
5.2	Know that music has been written by many different creators.	5.2.1	Tell names and details of lives of familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of a growing repertoire.
5.4	Be aware of music from a range of times and places.	5.4.1	Identify on hearing whether music is from now or long ago--own culture or other.
5.5	Apply concepts of style to familiar music literature.	5.5.1	Verbalize about stylistic differences in varied music selections.
5.6	Know that music is related to the other arts.	5.6.1	Give examples of relation of music to color, shape, and movement.
5.7	Know that each art form is made up of basic elements.	5.7.1	Verbalize about some of the basic elements of dance, drama, and art.

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.8	Know compositions from North Carolina's musical heritage.	5.8.1	Perform and/or recognize musical compositions from North Carolina--folk songs, composed songs, symphonic compositions, folk and square dances.
5.9	Know appropriate terms used in music studies.	5.9.1	Identify and use terms descriptive of various elements of music--instrument names, analytical terms (e.g., same/different, phrase, sequence, cadence), movement and dance, and the like.
		5.9.2	Recognize and use terms relating to design in music (e.g., D.C., al fine, repeat sings).
		5.9.3	Use appropriate terminology for harmony, correct chord names for the autoharp, and name chords by scale degree of formation (I, IV, V, and V7).

Grade 5 Outline (selected competencies)*

1. Positive attitudes

    1.2 Understand the importance of her/his contributions (toward self).
    1.4 Show tolerance of others' musical efforts (toward others).

2. Concepts of music

    2.1 Understand that melodies may be formed from groups of tones which are repeated a step or more higher or lower (melody).
    2.11 Differentiate between the rhythm of the melody and that of the underlying beat (rhythm).
    2.19 Understand common tempo markings (tempo).
    2.24 Interpret words and symbols for indicating dynamics, such as pp, p, mp, mf, f, ff, crescendo, and decrescendo (dynamics).
    2.28 Understand that familiar musical instruments may be played in different ways to achieve varied sounds (tone color).
    2.35 Understand formation of chords on significant scale degrees (harmony).
    2.37 Understand that form is built up from motives, phrases, and sections (form).

3. Development of creative capabilities

    3.6 Understand the use of ornamentation to enhance the effect of inprovisations and compositions (concepts).
    3.11 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions (skills).

4. Skills in music

    4.6 Develop control of breath support and tone placement (singing).
    4.15 Understand that meter signatures may change within a piece (rhythms).
    4.19 Understand the whole and half step patterns which make up the major scale (listening).
    4.32 Understand basic principles of woodwind instruments (instrumental performance).
    4.38 Recognize when shifts of accents occur in basic meter pattern (analysis).
    4.40 Verbalize about quality of performance (evaluation).
    4.50 Understand the significance of beat patterns in conducting (conducting).
    4.54 Understand the function of key signature (music reading).
    4.58 Control gross and fine motor movements as needed (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

5.2 Know that music has been written by many different creators (history/literature).
5.8 Know appropriate terms used in music studied (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Perform with confidence.
1.2 Understand the importance of her/his contributions.	1.2.1 Make choices and express preferences.
1.3 Participate freely in total program.	1.3.1 Be comfortable with fellow students.
1.4 Show tolerance of others' musical efforts.	1.4.1 Cooperate with others in making and receiving music.
1.5 Share knowledge and skills learned in music with others.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
	1.5.2 Give and receive directions for music activities.
1.6 Develop positive a self-image.	1.6.1 Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.1 Understand that melodies may be formed from groups of tones which are repeated a step or more higher or lower.	2.1.1 Recognize sequences aurally and visually.
2.2 Understand that two or more melodies may exist at the same time.	2.2.1 Recognize and perform canons, rounds, and polyphonic music.
2.3 Understands that pitches may form a common group of sounds.	2.3.1 Relate melodies to their appropriate scales--major, minor, and pentatonic.
	2.3.2 Recognize and perform tonal patterns.
2.4 Understand that melodies may be formed from nontraditional approaches.	2.4.1 Recognize melodies formed from 12-tone rows, and electronic and environmental sources.
2.5 Understand relationship of scales to their key signature.	2.5.1 Determine tonality of composition from key signature and melodic notation.
2.6 Understand that the distance between two pitches can be measured and that this distance produces a characteristic sound.	2.6.1 Identify and perform intervals of a second, third, fourth, fifth, and octave.
2.7 Recognize stressed and unstressed beats.	2.7.1 Respond to combinations of stressed and unstressed beats.

Grade Level: 5

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.8 Understand that some music moves in a line and has no recognizable beat.	2.8.1 Demonstrate the flow of music which moves in a line.
2.9 Recognize that beats may be grouped by two, three, four, five, and six.	2.9.1 Indicate on hearing which beat grouping is being played.
2.10 Understand that rhythm patterns may be combined and performed simultaneously.	2.10.1 Perform polyrhythms.
2.11 Differentiate between the rhythm of the melody and that of the underlying beat.	2.11.1 Perform readily either the melodic or beat rhythm.
2.12 Understand that accents may occur between beats.	2.12.1 Sing, read, and perform syncopated rhythms.
2.13 Relate fraction concepts to the notation of rhythm.	2.13.1 Apply fraction terminology to the understanding of duration relationships.
2.14 Recognize that patterns of sounds may be relatively faster or slower than others.	2.14.1 Identify relative variations of tempo in different musical examples.
2.15 Be aware that groups of sounds may become faster or slower.	2.15.1 Identify when changes of tempo occur in music.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.16 Understand significance of fermata in pausing tempo.	2.16.1 Perform in ways which demonstrate the fermata as an expressive device.
2.17 Recognize that different body movements may be used to illustrate tempo changes.	2.17.1 Demonstrate appropriate body movements for various tempi.
2.18 Comprehend that tempo and dynamics may operate in total independence.	2.18.1 Avoid equating slower with softer, faster with louder etc.
2.19 Understand common tempo markings.	2.19.1 Translate common tempo markings (e.g., andante, allegro), into appropriate speeds of performance.
2.20 Recognize that patterns of sounds may be relatively louder or softer than others.	2.20.1 Identify relative variations of dynamics in different musical examples.
2.21 Be aware that individual sounds or groups of sounds may become louder or softer.	2.21.1 Identify when changes of dynamics occur in music.
2.22 Recognize that any piece of music may be performed at different dynamic levels.	2.22.1 Perform different songs and instrumental selections at varied dynamic levels.
2.23 Verbalize about the effect of dynamics on the mood of the music.	2.23.1 Respond to mood changes and identify where dynamic variations have effected the changes.

Grade Level: 5

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.24 Interpret words and symbols for indicating dynamics, such as pp, p, mp, mf, f, ff, crescendo, and decrescendo.	2.24.1 Recognize symbols for dynamic indications and respond accordingly.
2.25 Be aware of all sounds.	2.25.1 Identify and verbalize about qualities of various sounds.
2.26 Understand that each voice has a characteristic tone color and pitch range.	2.26.1 Identify on hearing soprano, alto, tenor, and bass by tone color and range.
2.27 Recognize familiar musical instruments.	2.27.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.28 Understand that familiar musical instruments may be played in different ways to achieve varied sounds.	2.28.1 Recognize different ways of playing familiar instruments.
2.29 Understand that instruments may be combined to create new tone colors.	2.29.1 Identify on hearing string quartet, band, orchestra, woodwind, quintet, etc.
2.30 Understand that various overall timbres characterize music of different time periods.	2.30.1 Recognize and identify differences between sounds of contemporary music and music of the past.
2.31 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.31.1 Experiment with various combinations of voices and instruments to produce different colors.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.32 Understand that two or more pitches may be sounded at the same time.	2.32.1 Identify whether one, or more than one, pitch has been sounded.
2.33 Understand that chords may be used to accompany a melody.	2.33.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.34 Understand relation of tonic triad to scale.	2.34.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.35 Understand formation of chords on significant scale degrees.	2.35.1 Use I, IV, V, and V7 chords to harmonize familiar melodies.
2.36 Recognize that patterns may be repeated with and/or without change.	2.36.1 Indicate when phrases are repeated exactly and when they are changed.
2.37 Understand that form is built up from motives, phrases, and sections.	2.37.1 Indicate motives, phrases, and sections of songs and other compositions.
2.38 Recognize same/different sections of a composition.	2.38.1 Indicate recognition of same/different sections by creating rhythmic and/or melodic accompaniments which follow those sections.
2.39 Recognize that sections which are repeated may be varied without being totally changed.	2.39.1 Identify rhythm and pitch variations such as melodic extensions, melodic sequences, harmonic variations.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.40 Associate letters A and B or various geometric symbols with sections of music.	2.40.1 Identify beginning and end of sections as "A section," "B section," or the like.
2.41 Recognize forms such as AB, ABA, ABAB, and ABACA	2.41.1 Identify form of composition when heard.
2.42 Understand the function of tension and release in creating form.	2.42.1 Identify the effects of half and full cadences on overall formal structure.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.1	Be aware of her/his own creative capabilities.	3.1.1	Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2	Be aware of both problem solving and problem recognition.	3.2.1	Verbalize about what music can be (alternate choices) and what specific choices exist in the music being studied.
3.3	Be aware that compositions have a beginning, middle, and end.	3.3.1	Indicate sections of familiar songs as being the beginning, middle, and end.
		3.3.2	Structure own compositions to have beginning, middle, and end.
3.4	Be aware of appropriate sounds for use in composition.	3.4.1	Select voice(s) and/or instruments suitable for composition.
3.5	Be aware of possible variations of tempo and dynamics for use in composition.	3.5.1	Utilize variation of tempo and dynamics to control effect of composition.
3.6	Understand the use of ornamentation to enhance the effect of improvisations and compositions.	3.6.1	Use ornaments in improvisations and compositions.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.7 Develop and/or improvise melodic expressions for songs.	3.7.1 Create songs either by plan or spontaneously. 3.7.2 Improvise with group and make changes in tempo, or dynamics, as needed to coordinate with others' performance.
3.8 Select appropriate combinations of familiar rhythm instruments for use in compositions.	3.8.1 Use varied and appropriate instrumental arrangements in compositions.
3.9 Utilize specific musical forms in compositions.	3.9.1 Create compositions using AB, ABA, etc., formal structures.
3.10 Use varied informal notation schemes to share compositions on paper.	3.10.1 Create suitable symbolic indications for compositions and record them on paper.
3.11 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.11.1 Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.
3.12 Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.12.1 Choose appropriate volume, tempo, and articulations for composition.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.1	Use voice with ease.	4.1.1	Sing comfortably and accurately within natural range of her/his voice.
4.2	Sing alone or with accompaniment.	4.2.1	Sing equally well with or without accompaniment.
4.3	Sing accurately and with pleasant tone quality.	4.3.1	Blend with group when singing.
4.4	Sing with clear articulation.	4.4.1	Sing staccato as well as legato with freedom.
4.5	Control voice to maintain pitch independence.	4.5.1	Sing appropriate part of two-part music.
		4.5.2	Maintain one part of a three or four-part round.
		4.5.3	Sing harmonizing part which may move in parallel or contrary motion with the melody.
4.6	Develop control of breath support and tone placement.	4.6.1	Sing with effective breath support and tone placement.
4.7	Control voice in use of dynamics.	4.7.1	Control level of volume as well as changes in level of volume.
4.8	Pronounce words of songs clearly.	4.8.1	Sing with clear diction.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.9 Be aware of appropriate style of song.	4.9.1 Sing songs with appropriate style.
4.10 Show difference between beat and rhythm.	4.10.1 Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.11 Distinguish between sounds and silences.	4.11.1 Perform notes and rests with coordinated body movements.
4.12 Show awareness of accent in shaping rhythm.	4.12.1 Respond in varied ways to accented and unaccented beats.
4.13 Accompany songs or chants with repeated rhythm patterns.	4.13.1 Accompany songs and chants freely using repeated rhythm patterns.
4.14 Understand grouping of beats into patterns of two, three, four, five, and six.	4.14.1 Perform music readily when beats are grouped into two, three, four, five, and six.
4.15 Understand that meter signatures may change within a piece.	4.15.1 Perform music accurately which uses shifting meters.
4.16 Comprehend shifting of accent to produce syncopation.	4.16.1 Perform syncopated rhythms accurately.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.17 Express rhythmic understandings with body movement.	4.17.1 Perform traditional dances with accuracy. 4.17.2 Create dance movements to integrate rhythmic understandings.
4.18 Be aware of differences in sound of major, minor, and pentatonic scales.	4.18.1 Identify major, minor, and pentatonic scales on hearing.
4.19 Understand the whole and half step patterns which make up the major scale.	4.19.1 Identify whole and half step patterns of major scales on hearing.
4.20 Be aware of like and unlike phrases.	4.20.1 Identify like and unlike phrases as they are played or sung.
4.21 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.21.1 Identify familiar melodic and rhythm patterns on seeing visual representations.
4.22 Associate number with tones of the scale.	4.22.1 Identify simple melodies by scale tones on hearing.
4.23 Be aware of texture in music such as rough/smooth, thick/thin.	4.23.1 Recognize various textures upon hearing.
4.24 Be aware of music from other countries and cultures.	4.24.1 Identify on hearing familiar music of other countries and cultures.

Grade Level: 5

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.25 Be aware of characteristics that influence sound production.	4.25.1 Organize sources of musical sound according to means of production, type of construction, and material used.
4.26 Be familiar with classroom instruments.	4.26.1 Handle instruments with ease and care.
4.27 Understand autoharp chord symbols.	4.27.1 Read autoharp chord symbols and uses them in accompaniments.
4.28 Be aware of varied sound possibilities of instruments.	4.28.1 Play instruments in different ways to create varied sound qualities.
4.29 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.29.1 Play instruments appropriately and in coordination with the class.
4.30 Understand the need for control of changes in tempo and dynamics.	4.30.1 Exhibit control of gradual changes of tempo and dynamics.
4.31 Develop ability to perform independent accompaniments and ostinati.	4.31.1 Perform with confidence accompaniments and ostinati.
4.32 Understand basic principles of woodwind instruments.	4.32.1 Perform on recorder and/or melody flute.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.33 Analyze ways of organizing music.	4.33.1 Identify same or different sections of music.
4.34 Understand pattern in rhythm and melody.	4.34.1 Identify and perform patterns in rhythm and melody.
	4.34.2 Identify patterns found in the environment which are similar to those found in music and the other arts.
4.35 Understand basic triad structure and formation of triads on first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality.	4.35.1 Identify, write, and perform I, IV, V, V7 chords in at least C, G, and F major.
4.36 Recognize meter in sets of two, three, four, five, and six.	4.36.1 Identify examples of metric combinations of two, three, four, five, and six in familiar compositions.
4.37 Understand the importance of notation to clarify musical understandings.	4.37.1 Use notation as an analytical tool.
4.38 Recognize when shifts of accents occur in basic meter pattern.	4.38.1 Indicate when changes of accents occur.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.39 Apply analytical skills to music of other countries and cultures.	4.39.1 Verbalize about differences in music of other countries and cultures.
	4.39.2 Examine the use of varied elements in music of other countries and cultures.
4.40 Verbalize about quality of performance.	4.40.1 Compare and describe performance, e.g., effect, ensemble.
4.41 Be aware of historic time periods in music.	4.41.1 Describe music by name of period such as Baroque, Classical, Romantic.
	4.41.2 Identify period with appropriate composers and compositions.
4.42 Be aware of effect of tempo and dynamics.	4.42.1 Identify when music is too loud, too soft, or too fast, or too slow.
4.43 Be aware of different ways of phrasing music.	4.43.1 Assess effects of different ways of shaping a phrase.
4.44 Assess the suitability of student-created accompaniments for songs and stories.	4.44.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.45 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.45.1 Verbalize about the effect of these changes.
4.46 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.46.1 Verbalize about her/his understanding of the importance of phrases and cadences in the organization of compositions, poems, and songs.
4.47 Make comparisons of different performances of the same piece of music.	4.47.1 Compare class performance with recorded performance of same music.
4.48 Be aware of the importance of leading/conducting.	4.48.1 Respond appropriately to teacher's beat in leading music activities.
	4.48.2 Take turn leading group.
4.49 Understand need of "breathing" beat and cut-off.	4.49.1 Begin and end according to teacher's and/or student's leading.
4.50 Understand the significance of beat patterns in conducting.	4.50.1 Match beat patterns to appropriate meter signatures.
	4.50.2 Use appropriate beat patterns in following familiar music.

Grade Level: 5 Page 8

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.51 Understand appropriate symbols for notating pitch and rhythm.	4.51.1 Read, write, and perform music using letter names, scale degrees, and syllables.
4.52 Apply concept of fractions to reading of rhythm.	4.52.1 Apply fraction terminology to rhythmic notation.
	4.52.2 Read accurately whole, half, quarter, eighth, and sixteenth notes.
4.53 Apply understanding of intervals to reading.	4.53.1 Read music with intervals of second, third, fourth, fifth, and octave.
4.54 Understand the function of key signatures.	4.54.1 Apply knowledge of key signatures to establish and understand tonality.
4.55 Be aware of rests as well as notes.	4.55.1 Perform accurately rhythm and melody patterns using rests as well as notes.
4.56 Respond to rhythms and dances using the whole body.	4.56.1 Use purposeful body movements for rhythms and dances.
4.57 Use the body as a rhythm instrument.	4.57.1 Perform with class using clap, tap, snap, slap, stamp, etc.

Grade Level: 5

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.58 Control gross and fine motor movements as needed.	4.58.1 Use musical instruments with purpose and care.
	4.58.2 Establish and maintain a steady beat.
	4.58.3 Establish and maintain desired tempo.
	4.58.4 Perform silences as well as sounds carefully.
	4.58.5 Perform changes in tempo, dynamics, and articulation with care.
	4.58.6 Use variety of strumming techniques with autoharp and/or guitar and ukulele.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.1 Know that music is written and performed in various combinations.	5.1.1 Identify band, orchestra, solo, quartet, and others.
5.2 Know that music has been written by many different creators.	5.2.1 Tell names and details of lives of familiar composers.
5.3 Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1 Name various songs and instrumental pieces and be aware of growing repertoire.
5.4 Be aware of music from a range of times and places.	5.4.1 Identify on hearing general time period when the music was composed.
5.5 Apply concepts of style to familiar music literature.	5.5.1 Verbalize about stylistic differences in varied music selections.
5.6 Know that music is related to the other arts.	5.6.1 Give examples of relation of music to color, shape, and movement.
5.7 Know that each art form is made up of basis elements.	5.7.1 Verbalize about some of the basic elements of dance, drama, and art.

Grade Level: 5

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures
5.8 Know appropriate terms used in music studied.	5.8.1	Identify and use terms descriptive of various elements of music--instrument names, analytical terms (e.g., same/different, phrase, sequence, cadence), movement and dance, and the like.
	5.8.2	Recognize and use terms relating to design in music (e.g., D.C., al fine, repeat signs).
	5.8.3	Use appropriate terminology for harmony, correct chord names for autoharp, and name chords by scale degree of formation (I, IV, V, and V7).
	5.8.4	Name period of music history as related to music studied (e.g., Baroque, Classical, Romantic).

Grade 6 Outline (selected competencies)*

1. Positive attitudes

   1.2 Understand the importance of her/his contributions (toward self).
   1.5 Share knowledge and skills learned in music with others (toward others).

2. Concepts of music

   2.5 Understand that phrases within a melody may be of even and uneven length (melody).
   2.11 Recognize that beats may be grouped by two, three, four, five, six, seven, eight, and ten (rhythm).
   2.22 Comprehend that tempo and dynamics may operate in total independence (tempo).
   2.29 Interpret words and symbols for indicating dynamics such as pp, p, mp, mf, f, ff, crescendo, and decrescendo (dynamics).
   2.32 Understand that groups of instruments have similar tone colors (tone color).
   2.41 Distinguish between triads and seventh chords (harmony).
   2.51 Use formal structures (form).

3. Development of creative capabilities

   3.4 View musical compositions as a whole (concepts).
   3.14 Understand the need for clear communication of performance instructions (skills).

4. Skills in music

   4.5 Control voice to maintain pitch independence (singing).
   4.15 Understand execution of subdivided beats and triplets (rhythms)
   4.23 Associate numbers, syllables, and letter names with steps of the scale (listening).
   4.33 Develop the ability to perform complex rhythm patterns accurately within ensemble (instrumental performance).
   4.40 Recognize when shifts of accents occur in basic meter pattern (analysis).
   4.49 Make comparisons of different performances of the same piece of music (evaluation).
   4.52 Understand the significance of beat patterns in conducting (conducting).
   4.53 Understand appropriate symbols for notating pitch and rhythm (music reading).
   4.60 Use the body as a rhythm instrument (physical coordination).

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* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

   5.5 Apply concepts of style to familiar music literature (history/literature).
   5.8 Be aware of music drama and music theatre (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives		Measures	
1.1	Understand that music is an important and valuable study which enriches her/his own life.	1.1.1	Perform with confidence.
1.2	Understand the importance of her/his contributions.	1.2.1	Make choices and express preferences.
1.3	Participate freely in the total program.	1.3.1	Be comfortable with fellow students.
1.4	Show tolerance of others' musical efforts.	1.4.1	Cooperate with others in making and receiving music.
1.5	Share knowledge and skills learned in music with others.	1.5.1	Freely accept opportunities to aid other students in their musical growth.
		1.5.2	Give and receive directions for music activities.
1.6	Develop a positive self-image.	1.6.1	Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.1 Understand that melodies may be formed from groups of tones which are repeated a step or more higher or lower.	2.1.1 Recognize sequences aurally and visually.
2.2 Understand that two or more melodies may exist at the same time.	2.2.1 Recognize and perform canons, rounds, and polyphonic music.
2.3 Understand that pitches may form a common group of sounds.	2.3.1 Relate melodies to their appropriate scales (i.e., major, minor, and pentatonic).
	2.3.2 Recognize, write, and perform tonal patterns.
2.4 Understand that melodies may be formed from nontraditional approaches.	2.4.1 Recognize melodies formed from 12-tone rows, and electronic and environmental sources.
2.5 Understand that phrases within a melody may be of even and uneven length.	2.5.1 Identify and compare phrases of even and uneven length.
2.6 Be aware that a given melody may be performed in a variety of styles.	2.6.1 Perform melodies in varied styles.
2.7 Understand relationship of scales to their key signatures.	2.7.1 Determine tonality of composition from key signature and melodic notation.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.8 Understand that the distance between two pitches can be measured and that this distance produces a characteristic sound.	2.8.1 Identify and perform intervals of a second, third, fourth, fifth, and octave.
2.9 Recognize stressed and unstressed beats.	2.9.1 Respond to combinations of stressed and unstressed beats.
2.10 Understand that some music moves in a line and has no recognizable beat.	2.10.1 Demonstrate the flow of music which moves in a line.
2.11 Recognize that beats may be grouped by two, three, four, five, six, seven, eight, and ten.	2.11.1 Indicate on hearing which beat grouping is being played.
2.12 Understand that rhythm patterns may be combined and performed simultaneously.	2.12.1 Perform polyrhythms.
2.13 Differentiate between the rhythm of the melody and that of the underlying beat.	2.13.1 Perform readily either the melodic or beat rhythm.
2.14 Be aware that the beat may be subdivided.	2.14.1 Recognize and perform subdivided beat patterns.
2.15 Understand that accents may occur between beats.	2.15.1 Sing, read, and perform syncopated rhythms.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.16 Relate fraction concepts to the notation of rhythm.	2.16.1 Apply fraction terminology to the understanding of duration relationships.
2.17 Recognize that patterns of sounds may be relatively faster or slower than others.	2.17.1 Identify relative variations of tempo in different musical examples.
2.18 Be aware that groups of sounds may become faster or slower.	2.18.1 Identify when changes of tempo occur in music.
2.19 Recognize subtle changes in tempo as they cccur.	2.19.1 Perform subtle tempo changes and integrate them into the performance as a whole.
	2.19.2 Use tempo variation as an expressive device in performance.
2.20 Understand the significance of fermata in pausing tempo.	2.20.1 Perform in ways which demonstrate the fermata as an expressive device.
2.21 Recognize that different body movements may be used to illustrate tempo changes.	2.21.1 Demonstrate appropriate body movements for various tempi.
2.22 Comprehend that tempo and dynamics may operate in total independence.	2.22.1 Avoid equating slower with softer, faster with louder, etc.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.23 Understand common tempo markings.	2.23.1 Translate common tempo markings (e.g., andante, allegro) into appropriate speeds of performance.
2.24 Recognize that patterns of sounds may be relatively louder or softer than others.	2.24.1 Identify relative variations of dynamics in different musical examples.
2.25 Be aware that individual sounds or groups of sounds may become louder or softer.	2.25.1 Identify when changes of dynamics occur in music.
2.26 Be aware of subtle changes in dynamic levels.	2.26.1 Use subtle changes of dynamics as an expressive device.
2.27 Recognize that any piece of music may be performed at different dynamic levels.	2.27.1 Perform different songs and instrumental selections at varied dynamic levels.
2.28 Verbalize about the effect of dynamics on the mood of the music.	2.28.1 Respond to mood changes and identify where dynamic variations have effected the changes.
2.29 Interpret words and symbols for indicating dynamics such as pp, p, mp, mf, f, ff, crescendo, and decrescendo.	2.29.1 Recognize symbols for dynamic indications and respond accordingly.
2.30 Understand that each voice has a characteristic tone color and pitch range.	2.30.1 Identify on hearing soprano, mezzo-soprano, alto, tenor, baritone, and bass.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.31 Recognize familiar musical instruments.	2.31.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.32 Understand that groups of instruments have similar tone colors.	2.32.1 Identify instruments by families (brass, woodwind, string, percussion).
2.33 Understand that familiar musical instruments may be played in different ways to achieve varied sounds.	2.33.1 Recognize different ways of playing familiar instruments.
2.34 Understand that instruments may be combined to create new tone colors.	2.34.1 Identify on hearing string quartet, woodwind quintet, etc.
2.35 Understand that various overall timbres characterize music of different time periods.	2.35.1 Recognize and identify differences between sounds of contemporary music and music of the past.
2.36 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.36.1 Experiment with various combinations of voices and instruments to produce different colors.
2.37 Understand that two or more pitches may be sounded at the same time.	2.37.1 Identify whether one, or more than one pitch has been sounded.
2.38 Understand that chords may be used to accompany a melody.	2.38.1 Identify whether melodies are played, sung alone, or accompanied by chords.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.39 Understand relation of tonic triad to scale.	2.39.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.40 Understand formation of chords on significant scale degrees.	2.40.1 Use I, IV, V, and V7 chords to harmonize familiar melodies.
2.41 Distinguish between triads and seventh chords.	2.41.1 Identify and use triads and seventh chords.
2.42 Understand tone clusters.	2.42.1 Use tone clusters in improvisations and compositions.
2.43 Be aware of the effect of harmony on musical texture.	2.43.1 Produce various textures by experimentation and by design.
2.44 Recognize that patterns may be repeated with and/or without change.	2.44.1 Indicate when phrases are repeated exactly and when they are changed.
2.45 Understand that form is built up from motives, phrases, and sections.	2.45.1 Indicate motives, phrases, and sections of songs and other compositions.
2.46 Recognize same/different sections of a composition.	2.46.1 Indicate recognition of same/different sections by creating accompaniments which follow those sections.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.47 Recognize that sections which are repeated may be varied without being totally changed.	2.47.1 Identify rhythm and pitch variations such as melodic extensions, melodic sequences, harmonic variations, etc.
2.48 Associate letters A and B, or various geometric symbols with sections of music.	2.48.1 Identify sections as "A section," "B section," or the like.
2.49 Recognize forms such as AB, ABA, ABAB, and ABACA.	2.49.1 Identify form of composition when heard.
2.50 Recognize a variety of musical forms.	2.50.1 Identify two and three part form, theme and variations, sonata-allegro, fugue, and rondo.
2.51 Use formal structures.	2.51.1 Improvise and/or compose in standard forms.
2.52 Understand the function of tension and release in creating form.	2.52.1 Identify the effects of half and full cadences on overall formal structure.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.1 Be aware of her/his own creative capabilities.	3.1.1 Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2 Be aware of both problem solving and problem recognition.	3.2.1 Verbalize about what music can be (alternate choices) and what specific choices exist in the music being created.
	3.2.2 Investigate varied possibilities for the direction which creative activities will take.
3.3 Be aware that compositions have a beginning, middle, and end.	3.3.1 Indicate sections of familiar songs as being the beginning, middle, or end.
3.4 View musical compositions as a whole.	3.4.1 Structure own compositions to have beginning, middle, and end.
3.5 Be aware of appropriate sounds for use in composition.	3.5.1 Select voice(s) and/or instruments suitable for composition.
3.6 Be aware of possible variations of tempo and dynamics for use in composition.	3.6.1 Utilize variation of tempo and dynamics to control effect of composition.
3.7 Understand the use of ornamentation to enhance the effect of improvisations and compositions.	3.7.1 Use ornaments in improvisations and compositions.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.8 Develop and/or improvise melodic expressions for songs.	3.8.1 Create songs either by plan or spontaneously.
	3.8.2 Improvise with group and make changes in tempo, dynamics, etc., as needed to coordinate with others' performance.
3.9 Select appropriate combinations of voices and/or instruments for use in compositions.	3.9.1 Use varied and appropriate instrumental arrangements in compositions.
3.10 Utilize specific musical forms in compositions.	3.10.1 Create compositions using AB, ABA, etc. formal structures.
3.11 Use varied notation schemes to share compositions on paper.	3.11.1 Create suitable symbolic indications for compositions and record them on paper.
3.12 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.12.1 Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.
3.13 Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.13.1 Choose appropriate volume, tempo, and articulations for composition.
3.14 Understand the need for clear communication of performance instructions.	3.14.1 Communicate performance instructions clearly (tempo, dynamics, etc.) through use of conventional symbols or those of her/his own.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.1 Use voice with ease.	4.1.1 Sing comfortably and accurately within natural range of her/his voice.
4.2 Sing alone or with accompaniment.	4.2.1 Sing equally well with or without accompaniment.
4.3 Sing accurately and with pleasant tone quality.	4.3.1 Blend with group when singing.
4.4 Sing with clear articulation.	4.4.1 Sing staccato as well as legato with freedom.
4.5 Control voice to maintain pitch independence.	4.5.1 Sing two-part music.
	4.5.2 Maintain one part of a three or four-part round.
	4.5.3 Sing harmonizing part which may move in parallel or contrary motion with the melody.
4.6 Develop control of breath support and tone placement.	4.6.1 Sing with effective breath support and tone placement.
4.7 Control voice in use of dynamics.	4.7.1 Control level of volume as well as changes in level of volume.
4.8 Pronounce words of songs clearly.	4.8.1 Sing with clear diction.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.9 Be aware of appropriate style of song.	4.9.1 Sing songs with appropriate style. 4.9.2 Use voice to express a variety of feelings and moods.
4.10 Show difference between beat and rhythm.	4.10.1 Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.11 Distinguish between sounds and silences.	4.11.1 Perform notes and rests with coordinated body movements.
4.12 Show awareness of accent in shaping rhythm.	4.12.1 Respond in varied ways to accented and unaccented beats.
4.13 Accompany songs or chants with repeated rhythm patterns.	4.13.1 Accompany songs and chants freely using repeated rhythm patterns.
4.14 Understand grouping of beats into patterns of two, three, four, five, six, eight, and ten.	4.14.1 Perform music readily when beats are grouped into two, three, four, five, six, eight, and ten.
4.15 Understand execution of subdivided beats and triplets.	4.15.1 Recognize and perform subdivided beats and triplets.
4.16 Understand that meter signatures may change within a piece.	4.16.1 Perform accurately music which uses shifting meters.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.17 Comprehend shifting of accent to produce syncopation.	4.17.1 Perform syncopated rhythms accurately.
4.18 Express rhythmic understandings with body movement.	4.18.1 Perform traditional dances with accuracy.
	4.18.2 Create dance movements to integrate rhythmic understandings.
4.19 Be aware of differences in sound of major, minor, and pentatonic scales.	4.19.1 Identify major, minor, and pentatonic scales on hearing.
4.20 Understand the whole and half step patterns which make up the major scale.	4.20.1 Identify whole and half step patterns of major scales on hearing.
4.21 Be aware of like and unlike phrases.	4.21.1 Identify like and unlike phrases as they are played or sung.
4.22 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.22.1 Identify familiar melodic and rhythm patterns from visual representations.
4.23 Associate numbers, syllables, and letter names with steps of the scale.	4.23.1 Identify melodies by numbers, syllables, and letter names on hearing.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.24 Be aware of texture in music such as rough/smooth, thick/thin.	4.24.1 Recognize various textures on hearing.
4.25 Be aware of music of other countries and cultures.	4.25.1 Identify on hearing familiar music of other countries and cultures.
4.26 Be aware of characteristics that influence sound production.	4.26.1 Organize sources of musical sound according to means of production, type of construction, and material used.
4.27 Be familiar with a variety of instruments.	4.27.1 Handle instruments with ease and care.
4.28 Understand autoharp chord symbols.	4.28.1 Read autoharp chord symbols and use them in accompaniments.
4.29 Be aware of varied sound possibilities of instruments.	4.29.1 Play instruments in different ways to create varied sound qualities.
4.30 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.30.1 Play instruments appropriately and in coordination with the class.
4.31 Understand the need for control of changes in tempo and dynamics.	4.31.1 Exhibit control of gradual and/or sudden changes of tempo and dynamics.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.32 Develop the ability to perform independent accompaniments and ostinati.	4.32.1 Perform with confidence accompaniments and ostinati.
4.33 Develop the ability to perform complex rhythm patterns accurately within ensemble.	4.33.1 Perform complex rhythm patterns with accuracy in coordination with class or ensemble.
4.34 Understand the basic principles of woodwind instruments.	4.34.1 Perform on recorder, melody, flute, and/or other instruments.
4.35 Analyze ways of organizing music.	4.35.1 Identify same or different sections of music.
4.36 Understand patterns in rhythm and melody.	4.36.1 Identify and perform patterns in rhythm and melody. 4.36.2 Identify patterns found in the environment which are similar to those found in music and the other arts.
4.37 Understand basic triad and seventh chord structure and formation of these chords on the first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality.	4.37.1 Identify, write, and perform I, IV, V, and V7 chords.

Grade Level: 6

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.38 Recognize meter in sets of two, three, four, five, six, eight, and ten.	4.38.1 Identify examples of metric combinations of two, three, four, five, six, eight, and ten in songs and compositions.
4.39 Understand the importance of notation to clarify musical understandings.	4.39.1 Use notation as an analytical tool.
4.40 Recognize when shifts of accents occur in basis meter pattern.	4.40.1 Identify syncopations.
4.41 Apply analytical skills to music of other countries and cultures.	4.41.1 Verbalize about differences in music of other countries and cultures.
	4.41.2 Examine use of varied elements in music of other countries and cultures.
4.42 Verbalize about quality of performance.	4.42.1 Compare and describe performance in terms of effect and ensemble.
4.43 Be aware of general time period in music.	4.43.1 Describe music by name of period such as Baroque, Classical, or Romantic.
4.44 Be aware of effect of tempo and dynamics.	4.44.1 Identify when music is too loud, too soft, or too fast, too slow.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.45 Be aware of different ways of phrasing music.	4.45.1 Assess effects of different ways of shaping a phrase.
4.46 Assess the suitability of student-created accompaniments for songs and stories.	4.46.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.
4.47 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.47.1 Verbalize about the effect of these changes.
4.48 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.48.1 Verbalize about her/his understanding of the importance of phrases and cadences in the organization of compositions, poems, and songs.
4.49 Make comparisons of different performances of the same piece of music.	4.49.1 Compare class performance with recorded performance of same music.
4.50 Be aware of the importance of leading/conducting.	4.50.1 Respond appropriately to teacher's beat in leading music activities. 4.50.2 Take turn leading group.
4.51 Understand need of "breathing" beat and cut-off.	4.51.1 Begin and end according to teacher's leading. 4.51.2 Use "breathing" beat and cut-off in leading music performances.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.52 Understand the significance of beat patterns in conducting.	4.52.1 Match beat patterns to appropriate meter signatures.
	4.52.2 Use appropriate beat patterns in following familiar music.
4.53 Understand appropriate symbols for notating pitch and rhythm.	4.53.1 Read and perform music using letter names, scale degrees, and symbols.
4.54 Apply concept of fractions to reading of rhythm.	4.54.1 Apply fraction terminology to rhythmic notation.
	4.54.2 Read accurately whole, half, quarter, eighth, and sixteenth notes.
	4.54.3 Apply previously learned concepts to read complex rhythm patterns in a variety of meters.
	4.54.4 Read and perform triplets, subdivided beats, and syncopation.
4.55 Apply understanding of intervals to reading.	4.55.1 Read music with intervals of second, third, fourth, fifth, and octave.
4.56 Understand the function of key signatures.	4.56.1 Apply knowledge of key signatures to establish and understand tonality.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, music reading, and physical coordination.

Objectives	Measures
4.57 Be aware of rests as well as notes.	4.57.1 Perform accurately rhythm and melody patterns using rests as well as notes.
4.58 Be familiar with new, nontraditional notations.	4.58.1 Perform from nontraditional notations.
4.59 Respond to rhythms and dances using the whole body.	4.59.1 Use purposeful body movements for rhythms and dances.
4.60 Use the body as a rhythm instrument.	4.60.1 Perform with class using clap, tap, snap, slap, stamp, etc.
4.61 Control gross and fine motor movements as needed.	4.61.1 Use musical instruments with purpose and care.
	4.61.2 Apply more sophisticated performance techniques than in earlier years.
	4.61.3 Establish and maintain steady beat.
	4.61.4 Establish and maintain desired tempo.
	4.61.5 Perform silences as well as sounds carefully.
	4.61.6 Perform changes in tempo, dynamics, and articulation with care.
	4.61.7 Use variety of strumming techniques with autoharp and/or guitar and ukulele.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6　　Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.1 Know that music is written and performed in various combinations.	5.1.1 Identify band, orchestra, solo, quartet, and others.
5.2 Know that music has been written by many different creators.	5.2.1 Tell names and details of lives of familiar composers.
5.3 Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1 Name various songs and instrumental pieces and be aware of growing repertoire.
5.4 Be aware of music from a range of times and places.	5.4.1 Identify the general time period period during which the music was composed.
	5.4.2 Study, in detail, music from specific areas, e.g., Europe, Africa, the Middle East.
5.5 Apply concepts of style to familiar music literature.	5.5.1 Verbalize about stylistic differences in varied music selections.
5.6 Know that music is related to the other arts.	5.6.1 Give examples of relation of music to color, shape, and movement.
	5.6.2 Investigate, in detail, specific relationships of the elements of music and those of the other arts.

Grade Level: 6 Page 2

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.7 Know that each art form is made up of basic elements.	5.7.1 Verbalize about some of the basic elements of dance, drama, and art.
5.8 Be aware of music drama and music theatre.	5.8.1 Identify specific operas and musicals and demonstrate familiarity with stories and music.
5.9 Know appropriate terms used in music studied.	5.9.1 Identify and use terms descriptive of various elements of music --instrument names, analytical terms (e.g., same/different, phrase, sequence, cadence), movement and dance, and the like.
	5.9.2 Recognize and use terms relating to design in music (e.g., D.C., al fine, repeat sign).
	5.9.3 Use appropriate terminology for harmony, correct chord names for autoharp, and name chords by scale degree of formation (I, IV, V, and V7).
	5.9.4 Name period of music history as related to music studied (e.g., Baroque, Classical, Romantic).
	5.9.5 Use knowledge of terminology to understand the ways in which varied elements of music may be organized into a functional whole.

GENERAL MUSIC GRADES 7-8

Major Emphasis

The music program at this level continues to build on and refine the creative capacities, knowledge and skills, and aesthetic development of previous years. At this stage, the curricular structure may continue the modification begun in grade six (where applicable) to include separate classes emphasizing instrumental and choral offerings in addition to those in general music.

Increasing differences in abilities and interests characterize students at this age. Provision is made for individual emphases, and music study is pursued in a variety of paths. Private study of one or more aspects of music may be a part of this individual emphasis for some students. Capacities are now developed for fine muscle coordination, and these are reflected in the technical execution of music during performance. An additional characteristic of these years is the development of a greater objectivity in relation to music. Performance as an end in itself is a feature of the program at this stage, and students are capable of assuming greater responsibility in the preparation and direction of a performance, as well as in its execution.

A broad emphasis for the middle grades is to help students use music more discriminately and productively in daily living. They can come to see music as a source of pleasure and a means of communication and motivation, a part of the experience of being alive. At this level, the creative, cognitive, and aesthetic emphases are developed through continually broadening applications. Boys' changing voices make singing possible in three or more parts, and girls' voices develop an increasingly wider range as they mature. Rhythmic responses are more refined and dependable. A greater interest in, and capacity for, musical composition now takes place. Growing functional involvement with the elements of music, music literature, and reading of the printed score builds on the broad foundation of previous years.

Grade 7 Outline (selected competencies)*

1. Positive attitudes

   1.3 Participate freely in the total program (toward self).
   1.4. Show tolerance of others' musical efforts (toward others).

2. Concepts of music

   2.5 Understand that phrases within a melody may be of even and uneven length (melody).
   2.12 Understand that rhythm patterns may be combined and performed simultaneously (rhythm).
   2.22 Recognize that different body movements may be used to illustrate tempo changes (tempo).
   2.26 Be aware of subtle changes in dynamic levels (dynamics).
   2.36 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors (tone color).
   2.41 Understand formation of chords on significant scale degrees (harmony).
   2.53 Use formal structures (form).

3. Development of creative capabilities

   3.8 Be aware of electronic means for creating and altering sounds (concepts).
   3.11 Utilize specific musical forms in compositions (skills).

4. Skills in music

   4.4 Sing with clear articulation (singing).
   4.14 Understand grouping of beats into patterns of two, three, four, five, six, eight, and ten (rhythms).
   4.28 Be aware of characteristics that influence sound production (listening).
   4.31 Play folk instruments (instrumental performance).
   4.45 Be aware of the varied expressive possibilities of the human voice (analysis).
   4.53 Make comparisons of different performances of the same piece of music (evaluation).
   4.56 Understand the significance of beat patterns in conducting (conducting).
   4.62 Be familiar with new, nontraditional notations (music reading).
   4.63 Respond to rhythms and dances using the whole body (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

   5.6 Know that music is related to the other arts (history/literature).
   5.8 Know appropriate terms used in music studied (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 7 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music: toward self and toward others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Perform with confidence.
	1.1.2 Use music as an important adjunct to life.
1.2 Understand the importance of her/his contributions.	1.2.1 Make choices and feel free to express likes and dislikes.
1.3 Participate freely in the total program.	1.3.1 Be comfortable with fellow students.
	1.3.2 Subordinate personal wishes to the welfare of the group.
1.4 Show tolerance of others musical efforts.	1.4.1 Cooperate with others in making and receiving music.
	1.4.2 Value contributions of others for their individual characteristics.
1.5 Share knowledge and skills learned in music with fellow students.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
	1.5.2 Work freely with others in the music process, contributing and receiving.
1.6 Develop awareness of capabilities and areas of strength.	1.6.1 Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 7 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.1. Understand that melodies may be formed from groups of tones which are repeated a step or more higher or lower.	2.1.1 Recognize sequences aurally and visually.
2.2 Understand that two or more melodies may exist at the same time.	2.2.1 Recognize and perform canons, rounds, and polyphonic music.
2.3 Understand that pitches may form a common group of sounds.	2.3.1 Relate melodies to their appropriate scales (i.e., major, minor, and pentatonic).
	2.3.2 Recognize and perform tonal patterns.
2.4 Understand that melodies may be formed from nontraditional approaches.	2.4.1 Recognize melodies formed from 12-tone rows, and electronic and environmental sources.
2.5 Understand that phrases within a melody may be of even and uneven length.	2.5.1 Identify and compare phrases of even and uneven length.
2.6 Be aware that a given melody may be performed in a variety of styles.	2.6.1 Perform melodies in varied styles.
2.7 Understand the relationship of sales to their key signatures.	2.7.1 Determine tonality of composition from key signature and melodic notation.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.8 Understand that the distance between two pitches can be measured and that this distance produces a characteristic sound.	2.8.1 Identify and perform correctly all intervals commonly found in the song and instrumental literature studied.
2.9 Recognize stressed and unstressed beats.	2.9.1 Respond to combinations of stressed and unstressed beats.
2.10 Understand that some music moves in a line and has no recognizable beat.	2.10.1 Demonstrate the flow of music which moves in a line.
2.11 Recognize that beats may be grouped by two, three, four, five, six, seven, eight, and ten.	2.11.1 Indicate on hearing which beat grouping is being played.
2.12 Understand that rhythm patterns may be combined and performed simultaneously.	2.12.1 Perform polyrhythms.
2.13 Differentiate between the rhythm of the melody and that of the underlying beat.	2.13.1 Perform readily either the melodic or beat rhythm.
2.14 Be aware that the beat may be subdivided.	2.14.1 Recognize and perform subdivided beat patterns.
2.15 Understand that accents may occur between beats.	2.15.1 Sing, read, and perform syncopated rhythms.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.16 Relate fraction concepts to the notation of rhythm.	2.16.1 Apply fraction terminology to the understanding of duration relationships.
2.17 Recognize that patterns of sounds may be relatively faster or slower than others.	2.17.1 Identify relative variations of tempo in different musical examples.
2.18 Understand the significance of tempo markings.	2.18.1 Make functional use of tempo markings such as lento, andante, allegro, presto, etc.
	2.18.2 Use metronome to establish and maintain precise tempi.
2.19 Be aware that groups of sounds may become faster or slower.	2.19.1 Identify when changes of tempo occur in music.
	2.19.2 Recognize indications for accelerando, ritard, and others and employ them to achieve the composer's intended effect.
2.20 Recognize subtle changes in tempo as they occur.	2.20.1 Perform subtle tempo changes and integrate them into the performance as a whole.
	2.20.2 Develop feeling for rubato.
	2.20.3 Use tempo variation as an expressive device in performance.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.21 Understand the significance of fermata in pausing tempo.	2.21.1 Perform in ways which demonstrate the fermata as an expressive device.
2.22 Recognize that different body movements may be used to illustrate tempo changes.	2.22.1 Demonstrate appropriate body movements for various tempi.
2.23 Comprehend that tempo and dynamics may operate in total independence.	2.23.1 Avoid equating slower with softer, faster with louder.
2.24 Recognize that patterns of sounds may be relatively louder or softer than others.	2.24.1 Identify relative variations of dynamics in different musical examples.
2.25 Be aware that individual sounds or groups of sounds may become louder or softer.	2.25.1 Identify when changes of dynamics occur in music.
2.26 Be aware of subtle changes in dynamic levels.	2.26.1 Use subtle changes of dynamics as an expressive device.
2.27 Recognize that any piece of music may be performed at different dynamic levels.	2.27.1 Perform different songs and instrumental selections at varied dynamic levels.
2.28 Verbalize about the effect of dynamics on the mood of the music.	2.28.1 Respond to mood changes and identify where dynamic variations have effected the changes.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.29 Interpret words and symbols for indicating dynamics such as pp, p, mp, f, ff, crescendo, and decrescendo.	2.29.1 Recognize symbols for dynamic indications and respond accordingly.
2.30 Understand that each voice has a characteristic tone color and pitch range.	2.30.1 Identify on hearing soprano, mezzo-soprano, alto, tenor, baritone, and bass.
2.31 Recognize familiar musical instruments.	2.31.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.32 Understand that groups of instruments have similar tone colors.	2.32.1 Identify instruments by families (brass, woodwind, string, percussion).
2.33 Understand that familiar musical instruments may be played in different ways to achieve varied sounds.	2.33.1 Recognize different ways of playing familiar instruments. 2.33.2 Recognize physical alterations which are used to change instrumental tone colors such as mutes.
2.34 Understand that instruments may be combined to create new tone colors.	2.34.1 Identify on hearing string quartet, band, orchestra, and woodwind quintet.
2.35 Understand that various overall timbres characterize music of different time periods.	2.35.1 Recognize and identify differences between sounds of contemporary music and music of the past.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.36 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.36.1 Experiment with various combinations of voices and instruments to produce different colors.
2.37 Understand the effect of tone color on melody and rhythm.	2.37.1 Experiment with changing tone colors to give vitality to melodies and rhythms. 2.37.2 Divide melodies and rhythms into segments by tone color.
2.38 Understand that two or more pitches may be sounded at the same time.	2.38.1 Identify whether one, or more than one, pitch has been sounded.
2.39 Understand that chords may be used to accompany a melody.	2.39.1 Identify whether melodies are played, sung alone, or accompanied by chords.
2.40 Understand relation of tonic triad to scale.	2.40.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.41 Understand formation of chords on significant scale degrees.	2.41.1 Use I, IV, V, and V7 chords to harmonize familiar melodies.
2.42 Distinguish between triads and seventh chords.	2.42.1 Identify and use triads and seventh chords.
2.43 Understand tone clusters.	2.43.1 Use tone clusters in improvisations and compositions.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.44 Be aware of effect of harmony on musical texture.	2.44.1 Produce various textures by experimentation and by design.
2.45 Recognize that patterns may be repeated with and/or without change.	2.45.1 Indicate when phrases are repeated exactly and when they are changed.
2.46 Understand that form is built up from motives, phrases, and sections.	2.46.1 Indicate motives, phrases, and sections of songs and other compositions.
2.47 Recognize same/different sections of a composition.	2.47.1 Indicate recognition of same/different sections by creating accompaniments which follow those sections.
2.48 Recognize that sections which are repeated may be varied without being totally changed.	2.48.1 Identify rhythm and pitch variations such as melodic extensions, melodic sequences, harmonic variations, etc.
2.49 Associate letters A and B or various geometric symbols with sections of music.	2.49.1 Identify beginning and end of sections as "A section," "B section," or the like.
2.50 Recognize forms such as AB, ABA, ABAB, and ABACA.	2.50.1 Identify form of composition when heard.
2.51 Recognize a variety of musical forms.	2.51.1 Identify two- and three-part form, theme, and variations (e.g., sonata-allegro, fugue, and rondo).

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.52 Recognize a variety of musical styles.	2.52.1 Study and identify a variety of musical styles such as jazz, Broadway musical, opera, folk song, rock, art song, symphonic, and electronic.
2.53 Use formal structures.	2.53.1 Improvise and/or compose in standard forms.
2.54 Understand the function of tension and release in creating form.	2.54.1 Identify the effects of half and full cadences on overall formal structure.
	2.54.2 Identify and make conscious use of consonance and dissonance as shaping forces.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 7 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.1 Be aware of her/his own creative capabilities.	3.1.1 Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2 Be aware of both problem solving and problem recognition.	3.2.1 Verbalize about what music can be (alternate choices) and what specific choices exist in the music being created.
	3.2.2 Investigate varied possibilities for the direction which creative activities will take.
3.3 Be aware that compositions have a beginning, middle, and end.	3.3.1 Indicate sections of familiar songs as being the beginning, middle, or end.
3.4 View musical compositions as a whole.	3.4.1 Structure own compositions to have beginning, middle, and end.
3.5 Be aware of appropriate sounds for use in composition.	3.5.1 Select voice(s) and/or instruments suitable for composition.
3.6 Be aware of possible variations of tempo and dynamics for use in composition.	3.6.1 Utilize variation of tempo and dynamics to control effect of composition.
3.7 Understand the use of ornamentation to enhance the effect of improvisations and compositions.	3.7.1 Use ornaments in improvisations and compositions.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives		Measures	
3.8	Be aware of electronic means for creating and altering sounds.	3.8.1	Use tape recorder and synthesizer to create new sounds and alter traditional ones.
3.9	Develop and/or improvise melodic expressions for songs.	3.9.1	Create songs either by plan or spontaneously.
		3.9.2	Improvise with group and makes changes in tempo, dynamics, etc. as needed to coordinate with others' performance.
3.10	Select appropriate combinations of voices and/or instruments for use in compositions.	3.10.1	Use varied and appropriate instrumental arrangements in compositions.
3.11	Utilize specific musical forms in compositions.	3.11.1	Create compositions using AB, ABA, and formal structures.
3.12	Use varied notation schemes to share compositions on paper.	3.12.1	Create suitable symbolic indications for compositions and record them on paper.
3.13	Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.13.1	Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.
3.14	Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.14.1	Choose appropriate volume, tempo, and articulations for composition.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.15 Understand the need for clear communication of performance instructions.	3.15.1 Communicate performance instructions clearly (e.g., tempo, dynamics) through use of conventional symbols or those of her/his own devising.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 7 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.1 Use voice with ease.	4.1.1 Sing comfortably and accurately within natural range of her/his voice.
4.2 Sing alone or with accompaniment.	4.2.1 Sing equally well with or without accompaniment.
4.3 Sing accurately and with pleasant tone quality.	4.3.1 Blend with group when singing.
	4.3.2 Accept responsibility to listen carefully and sing in tune with others.
	4.3.3 Demonstrate understanding of different use of the voice in solo and choral singing.
4.4 Sing with clear articulation.	4.4.1 Sing staccato as well as legato with freedom.
4.5 Control voice to maintain pitch independence.	4.5.1 Sing two and three-part music.
	4.5.2 Maintain one part of a three or four-part round.
	4.5.3 Sing harmonizing part which may move in parallel or contrary motion with the melody.

Grade Level: 7 Page 2

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.6 Develop control of breath support and tone placement.	4.6.1 Sing with effective breath support and tone placement.
4.7 Control voice in use of dynamics.	4.7.1 Control level of volume as well as changes in level of volume.
4.8 Pronounce words of songs clearly.	4.8.1 Sing with clear diction.
4.9 Be aware of appropriate style of song.	4.9.1 Sing songs with appropriate style. 4.9.2 Use voice to express a variety of feelings and moods.
4.10 Show difference between beat and rhythm.	4.10.1 Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.11 Distinguish between sounds and silences.	4.11.1 Perform notes and rests with coordinated body movements.
4.12 Show awareness of accent in shaping rhythm.	4.12.1 Respond in varied ways to accented and unaccented beats.
4.13 Accompany songs or chants with repeated rhythm patterns.	4.13.1 Accompany songs and chants freely using repeated rhythm patterns.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.14 Understand grouping of beats into patterns of two, three, four, five, six, eight, and ten.	4.14.1 Perform music readily when beats are grouped into two, three, four, five, six, eight, and ten.
4.15 Understand execution of subdivided beats and triplets.	4.15.1 Recognize and perform subdivided beats and triplets.
4.16 Understand that meter signatures may change within a piece.	4.16.1 Perform music accurately which uses shifting meters.
4.17 Comprehend shifting of accent to produce syncopation.	4.17.1 Perform syncopated rhythms accurately.
4.18 Express rhythmic understandings with body movement.	4.18.1 Perform traditional dances with accuracy.
	4.18.2 Create dance movements to integrate rhythmic understandings.
4.19 Be aware of differences in sound of major, minor, and pentatonic scales.	4.19.1 Identify major, minor, and pentatonic scales on hearing.
4.20 Understand the whole- and half-step patterns which make up the major scale.	4.20.1 Identify whole- and half-step patterns of major scales on hearing.
4.21 Understand the relation of the natural minor scale to the major scale.	4.21.1 Identify whole and half-step patterns of natural minor scale on hearing.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.22 Be aware of the forms of the minor scale.	4.22.1 Identify, by sight and hearing, harmonic and melodic minor scales.
	4.22.2 Explain rationale for the different forms of the minor scale.
4.23 Be aware of like and unlike phrases.	4.23.1 Identify like and unlike phrases as they are played or sung.
4.24 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.24.1 Identify familiar melodic and rhythm patterns from visual representations.
4.25 Associate number, syllables, and letter names with degrees of the scale.	4.25.1 Identify melodies by numbers, syllables, and letter names on hearing.
4.26 Be aware of texture in music such as rough/smooth, thick/thin.	4.26.1 Recognize various textures on hearing.
4.27 Be aware of music from other countries and cultures.	4.27.1 Identify on hearing familiar music of other countries and cultures.
4.28 Be aware of characteristics that influence sound production.	4.28.1 Organize sources of musical sound according to means of production, type of construction, and material used.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.29 Be familiar with a variety of instruments.	4.29.1 Handle instruments with ease and care.
4.30 Understand autoharp chord symbols.	4.30.1 Read autoharp chord symbols and use them in accompaniments.
4.31 Play folk instruments.	4.31.1 Demonstrate basic chords on guitar.
	4.31.2 Demonstrate strumming and picking techniques.
	4.31.3 Read tablatures for stringed instrument chords.
4.32 Be aware of varied sound possibilities of instruments.	4.32.1 Play instruments in different ways to create varied sound qualities.
4.33 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.33.1 Play instruments appropriately and in coordination with the class.
4.34 Understand the need for control of changes in tempo and dynamics.	4.34.1 Exhibit control of gradual and/or sudden changes of tempo and dynamics.
4.35 Develop the ability to perform independent accompaniments and ostinati.	4.35.1 Perform with confidence accompaniments and ostinati.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.36 Develop the ability to perform complex rhythm patterns accurately within ensemble.	4.36.1 Perform complex rhythm patterns with accuracy in coordination with class or ensemble.
4.37 Understand the basic principles of woodwind instruments	4.37.1 Perform on recorder, melody flute, and/or other instruments.
4.38 Analyze ways of organizing music.	4.38.1 Identify same or different sections of music.
4.39 Understand patterns in rhythm and melody.	4.39.1 Identify and perform patterns in rhythm and melody.
	4.39.2 Identify patterns found in the environment which are similar to those found in music and the other arts.
4.40 Understand basic triad and seventh chord structure and formation of these chords on the first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality.	4.40.1 Identify and perform I, IV, V, and V7 chords.
4.41 Recognize meter in sets of two, three, four, five, six, eight, and ten.	4.41.1 Identify and perform metric combinations of two, three, four, five, six, eight, and ten in songs and compositions.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.42 Understand the importance of notation to clarify musical understandings.	4.42.2 Use notation as an analytical tool.
4.43 Recognize when shifts of accent occur in basic meter patterns.	4.43.1 Identify syncopations.
4.44 Apply analytical skills to music of other countries and cultures.	4.44.1 Verbalize about differences in music of other countries and cultures.
	4.44.2 Examine the use of varied elements in music of other countries and cultures.
	4.44.2 Explore vocal and compositional techniques of the blues style.
4.45 Be aware of the varied expressive possibilities of the human voice.	4.45.1 Analyze ways in which the singer uses the voice to create mood and express emotion.
4.46 Verbalize about quality of performance.	4.46.1 Compare and describe performance in terms of effect, and ensemble.
4.47 Be aware of general time period in music.	4.47.1 Describe music using terms such as contemporary, Baroque, Classical.
4.48 Be aware of effect of tempo and dynamics.	4.48.1 Identify when music is too loud, too soft, or too fast, too slow.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.49 Be aware of different ways of phrasing music.	4.49.1 Assess effects of different ways of shaping a phrase.
4.50 Assess the suitability of student-created accompaniments for songs and stories.	4.50.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.
4.51 Compare the appropriateness of choices in tempo and dynamics for performance of various songs.	4.51.1 Verbalize about the effect of these changes.
4.52 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.52.1 Demonstrate an understanding of phrases and cadences in the organization of compositions, poems, and songs.
4.53 Make comparisons of different performances of the same piece of music.	4.53.1 Compare class performance with recorded performance of same music.
4.54 Be aware of the importance of leading/conducting.	4.54.1 Respond appropriately to teacher's beat in leading music activities.
	4.54.2 Take turn leading group.
4.55 Understand need of "breathing" beat and cut-off.	4.55.1 Begin and end according to teacher's leading.
	4.55.2 Use "breathing" beat and cut-off in leading music performances.

Grade Level: 7

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.56 Understand the significance of beat patterns in conducting.	4.56.1 Match beat patterns to appropriate meter signatures.
	4.56.2 Use appropriate beat patterns in following familiar music.
4.57 Understand appropriate symbols for notating pitch and rhythm.	4.57.1 Read and perform music using letter names, scale degrees, and syllables.
4.58 Apply concept of fractions to reading of rhythm.	4.58.1 Apply fraction terminology to rhythmic notation.
	4.58.2 Read accurately whole, half, quarter, eighth, and sixteenth notes.
	4.58.3 Apply previously learned concepts to read complex rhythm patterns in a variety of meters.
	4.58.4 Read and perform triplets, subdivided beats, and syncopation.
4.59 Apply understanding of intervals to reading.	4.59.1 Read music accurately using all intervals encountered in literature.
4.60 Understand the function of key signatures.	4.60.1 Apply knowledge of key signatures to establish and understand tonality.
	4.60.2 Identify key signatures at sight.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading and physical coordination.

Objectives	Measures
4.61 Be aware of rests as well as notes.	4.61.1 Perform accurately rhythm patterns using rests as well as notes.
4.62 Be familiar with new, nontraditional notations.	4.62.1 Perform from nontraditional notations.
4.63 Respond to rhythms and dances using the whole body.	4.63.1 Use purposeful body movements for rhythms and dances.
4.64 Use the body as a rhythm instrument.	4.64.1 Perform with class using clap, tap, snap, slap, and stamp.
4.64 Control gross and fine motor movements as needed.	4.65.1 Use musical instruments with care.
	4.65.2 Apply more sophisticated performance techniques than in earlier years.
	4.65.3 Establish and maintain a steady beat.
	4.65.4 Establish and maintain desired tempo.
	4.65.5 Perform silences as well as sounds carefully.
	4.65.6 Perform changes in tempo, dynamics, and articulation with care.
	4.65.7 Use a variety of strumming techniques with autoharp and/or guitar and ukulele.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 7 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, and quartet.
5.2	Know that music has been written by many different creators.	5.2.1	Tell names and details of familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of growing repertoire.
5.4	Be aware of music from a range of times and places.	5.4.1	Identify on hearing time period of a composition.
		5.4.2	Study in detail music from specific areas (e.g., Africa, the Middle East).
5.5	Apply concepts of style to familiar music literature.	5.5.1	Verbalize about stylistic differences in varied music selections.
5.6	Know that music is related to the other arts.	5.6.1	Give examples of relation of music to color, shape, and movement.
		5.6.2	Investigate in detail specific relationships of the elements of music and those of the other arts.
5.7	Know that each art form is made up of basic elements.	5.7.1	Verbalize about some of the basic elements of dance, drama, and art.

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.8 Know appropriate terms used in music studied.	5.8.1 Identify and use terms descriptive of various elements of music--instrument names, analytical terms (e.g., same/different, phrase, sequence, cadence), movement and dance, and the like.
	5.8.2 Recognize and use terms relating to design in music (e.g., D.C., al fine, repeat signs).
	5.8.3 Use appropriate terminology for harmony, correct chord names for guitar and autoharp, and name chords by scale degree on which they are formed (I, IV, V, V7).
	5.8.4 Name period of music history as related to music studied (Baroque, Classical, Romantic).
	5.8.5 Use knowledge of terminology to understand the ways in which varied elements of music may be organized into a functional whole.

Grade 8 Outline (selected competencies)*

1. Positive attitudes

    1.2 Understand the importance of her/his contributions (toward self).
    1.5 Share knowledge and skills learned in music with fellow students (toward others).

2. Concepts of music

    2.9 Understand that the distance between two pitches may be measured and that this distance produces a characteristic sound (melody).
    2.16 Be aware that the beat may be subdivided (rhythm).
    2.23 Be aware that tempo markings frequently indicate the character of the music as well as its speed (tempo).
    2.33 Interpret words and symbols for indicating dynamics such as pp, p, mp, mf, f, ff, crescendo, and decrescendo (dynamics).
    2.39 Understand that various overall timbres characterize music of different time periods (tone color).
    2.48 Be aware of effect of harmony on musical texture (harmony).
    2.55 Use formal structures (form).

3. Development of creative capabilities

    3.8 Be aware of electronic means for creating and altering sounds (concepts).
    3.14 Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition (skills).

4. Skills in music

    4.9 Be aware of appropriate style of song (singing).
    4.13 Understand that beats may be grouped in patterns of varying lengths (rhythms).
    4.19 Be aware of the forms of the minor scale (listening).
    4.33 Develop ability to perform complex rhythm patterns accurately within the ensemble (instrumental performance).
    4.39 Understand the importance of notation to clarify musical understandings (analysis).
    4.50 Be aware of the effect of mode changes, augmentation, and diminution on melodies (evaluation).
    4.53 Understand the significance of beat patterns in conducting (conducting).
    4.60 Integrate musical understandings in reading (music reading).
    4.63 Control gross and fine motor movements as needed (physical coordination).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

5. Knowledge of music

5.5 Be aware of musical drama and musical theatre (history/literature).
5.9 Know appropriate terms used in music studies (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 8 Skills/Subject Area: Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Understand that music is an important and valuable study which enriches her/his own life.	1.1.1 Perform with confidence.
	1.1.2 Use music as an important adjunct to life.
1.2 Understand the importance of her/his contributions.	1.2.1 Makes choices and feel free to express likes and dislikes.
1.3 Participate freely in the total program.	1.3.1 Be comfortable with fellow students.
	1.3.2 Subordinate personal wishes to welfare of the group.
1.4 Show tolerance of others' musical efforts.	1.4.1 Cooperate with others in making and receiving music.
	1.4.2 Value contributions of others for their individual characteristics.
1.5 Share knowledge and skills learned in music with fellow students.	1.5.1 Freely accept opportunities to aid other students in their musical growth.
	1.5.2 Work freely with others in the music process, contributing and receiving.
1.6 Experience success through participation in music activities.	1.6.1 Successfully complete musical assignments and/or activities.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 8 Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.1 Understand that melodies may be formed from groups of tones which are repeated a step or more higher or lower.	2.1.1 Recognize sequences aurally and visually.
2.2 Understand that two or more melodies may exist at the same time.	2.2.1 Recognize and perform canons, rounds, and polyphonic music.
2.3 Understand that a melody changes when its rhythm is changed.	2.3.1 Demonstrate changes of melody through changes of rhythm.
2.4 Understand that pitches may form a common group of sounds.	2.4.1 Relate melodies to their appropriate scales (i.e., major, minor, and pentatonic).
	2.4.2 Recognize and perform tonal patterns.
2.5 Understand that melodies may be formed from nontraditional approaches.	2.5.1 Recognize melodies formed from 12-tone rows, electronic and environmental sources.
2.6 Understand that phrases within a melody may be of even and uneven length.	2.6.1 Identify and compare phrases of even and uneven length.
2.7 Be aware that a given melody may be performed in a variety of styles.	2.7.1 Perform melodies in varied styles.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.8 Understands relationship of scales to their key signatures.	2.8.1 Determine tonality of composition from key signature and melodic notation.
2.9 Understand that the distance between two pitches can be measured and that this distance produces a characteristic sound.	2.9.1 Identify and perform correctly all intervals commonly found in the song and instrumental literature studied.
2.10 Recognize stressed and unstressed beats.	2.10.1 Respond to combinations of stressed and unstressed beats.
2.11 Understand that the movement of sounds within a rhythm pattern is based on the shortest unit of sound.	2.11.1 Determine shortest unit of sound in rhythm pattern and relate pattern to it.
2.12 Understand that some music moves in a line and has no recognizable beat.	2.12.1 Demonstrate the flow of music which moves in a line.
2.13 Recognize that beats may be grouped by two, three, four, five, six, seven, eight, and ten.	2.13.1 Indicate on hearing which beat grouping is being played.
2.14 Understand that rhythm patterns may be combined and performed simultaneously.	2.14.1 Perform polyrhythms.
2.15 Differentiate between the rhythm of the melody and that of the underlying beat.	2.15.1 Perform readily either the melodic or beat rhythm.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.16 Be aware that the beat may be subdivided.	2.16.1 Recognize and perform subdivided beat patterns.
2.17 Understand that accents may occur between beats.	2.17.1 Sing, read, and perform syncopated rhythms.
2.18 Relate fraction concepts to the notation of rhythm.	2.18.1 Apply fraction terminology to the understanding of duration relationships.
2.19 Recognize that patterns of sounds may be relatively faster or slower than others.	2.19.1 Identify relative variations of tempo in different musical examples.
2.20 Understand the significance of tempo markings.	2.20.1 Make functional use of tempo markings, for example lento, andante, allegro, and presto. 2.20.2 Use metronome to establish and maintain precise tempi.
2.21 Understand that tempo may be used as an expressive device.	2.21.1 Identify and observe uses of tempo to increase effectiveness of musical ideas.
2.22 Be aware that groups of sounds may become faster or slower.	2.22.1 Identify when changes of tempo occur in music. 2.22.2 Recognize indications for accelerando and ritard, and employ them to achieve the composer's intended effect.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.23 Be aware that tempo markings frequently indicate the character of the music as well as its speed.	2.23.1 Identify tempo markings which indicate the character and describe their meaning.
2.24 Recognize subtle changes in tempo as they occur.	2.24.1 Perform subtle tempo changes and integrate them into the performance as a whole.
	2.24.2 Develop feeling for rubato.
	2.24.3 Use tempo variation as an expressive device in performance.
2.25 Understand significance of fermata in pausing tempo.	2.25.1 Perform in ways which demonstrate the fermata as an expressive device.
2.26 Recognize that different body movements may be used to illustrate tempo changes.	2.26.1 Demonstrate appropriate body movements for various tempi.
2.27 Comprehend that tempo and dynamics may operate in total independence.	2.27.1 Avoid equating slower with softer, faster with louder.
2.28 Recognize that patterns of sounds may be relatively louder or softer than others.	2.28.1 Identify relative variations of dynamics in different musical examples.
2.29 Be aware that individual sounds or groups of sounds may become louder or softer.	2.29.1 Identify when changes of of dynamics occur in music.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.30 Be aware of subtle changes in dynamic levels.	2.30.1 Use subtle changes of dynamics as an expressive device.
2.31 Recognize that any piece of music may be performed at different dynamic levels.	2.31.1 Perform different songs and instrumental selections at varied dynamic levels.
	2.31.2 Examine examples of music to determine uses of dynamic levels and changes for dramatic effect.
2.32 Verbalize about the effect of dynamics on the mood of the music.	2.32.1 Respond to mood changes and identify where dynamic variations have effected the changes.
2.33 Interpret words and symbols for indicating dynamics such as pp, p, mp, mf, f, ff, crescendo, and decrescendo.	2.33.1 Recognize symbols for dynamic indications and respond accordingly.
2.34 Understand that each voice has a characteristic tone color and pitch range.	2.34.1 Identify on hearing soprano, mezzo-soprano, alto, tenor, baritone and bass.
2.35 Recognize familiar musical instruments.	2.35.1 Identify on hearing specific musical instruments with which s/he is familiar.
2.36 Understand that groups of instruments have similar tone colors.	2.36.1 Identify instruments by families (brass, woodwind, string, percussion).

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.37 Understand that familiar musical instruments may be played in different ways to achieve varied sounds.	2.37.1 Recognize different ways of playing familiar instruments.
	2.37.2 Recognize physical alterations which are used to change instrumental tone colors such as mutes.
2.38 Understand that instruments may be combined to create new tone colors.	2.38.1 Identify string quartet, band, orchestra, woodwind quintet.
2.39 Understand that various overall timbres characterize music of different time periods.	2.39.1 Recognize and identify differences between sounds of contemporary music and music of the past.
	2.39.2 Recognize specific periods by the overall tone color of the piece.
2.40 Be aware of the effect of combining instruments and/or voices to achieve varied tone colors.	2.40.1 Experiment with various combinations of voices and instruments to produce different colors.
2.41 Understand the effect of tone color on melody and rhythm.	2.41.1 Experiment with changing tone colors to give vitality to melodies and rhythms.
	2.41.2 Divide melodies and rhythms into segments by tone color.
2.42 Understand that chords are constructed by building intervals on top of a root tone.	2.42.1 Identify chords by determining intervals within the chord (major, minor, diminished, and others).

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.43 Understand that chords may be used to accompany a melody.	2.43.1 Identify whether melodies are played, sung alone, or accompanied by chords.
	2.43.2 Improvise accompaniments by using arpeggios or rhythmic figures from chords.
2.44 Understand relation of tonic triad to scale.	2.44.1 Sing tonic triad (arpeggio) upon hearing a major or minor scale.
2.45 Understand formation of chords on significant scale degrees.	2.45.1 Use I, IV, V, and V7 chords to harmonize familiar melodies.
2.46 Distinguish between triads and seventh chords.	2.46.1 Identify and use triads and seventh chords.
2.47 Understand tone clusters.	2.47.1 Use tone clusters in improvisations and compositions.
2.48 Be aware of effect of harmony on musical texture.	2.48.1 Produce various textures by experimentation and by design.
2.49 Understand that form is built up from motives, phrases, and sections.	2.49.1 Indicate motives, phrases, and sections of songs and other compositions.
2.50 Recognize same/different sections of a composition.	2.50.1 Indicate recognition of same/different sections by creating accompaniments which follow those sections.

Skills/Subject Area: Music

COMPETENCY GOAL 2: The learner will develop concepts of music: melody, rhythm, tempo, dynamics, tone color, harmony, and form.

Objectives	Measures
2.51 Recognize that sections which are repeated may be varied without being totally changed.	2.51.1 Identify rhythm and pitch variations such as melodic extensions, melodic sequences, and harmonic variations.
2.52 Associate letters A and B or various geometric symbols with sections of music.	2.52.1 Identify beginning and end of sections as "A section," "B section," or the like.
2.53 Recognize forms such as: AB, ABA, ABAB, and ABACA.	2.53.1 Identify form of composition when heard.
2.54 Recognize a variety of musical forms.	2.54.1 Identify two and three-part form, theme and variations, sonata-allegro, fugue, rondo, opera, folk song, and art song.
	2.54.2 Identify compositions in free form having unique structures.
2.55 Use formal structures.	2.55.1 Improvise and/or compose in standard forms.
2.56 Understand the function of tension and release in creating form.	2.56.1 Identify the effects of half and full cadences on overall formal structure.
	2.56.2 Identify and make conscious use of consonance and dissonance as shaping forces.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 8 Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.1 Be aware of her/his own creative capabilities.	3.1.1 Become involved in the creative process--show willingness to take risks in exhibiting ideas and contributions to class.
3.2 Be aware of both problem solving and problem recognition.	3.2.1 Verbalize about what music can be (alternate choices) and what specific choices exist in the music being created.
	3.2.2 Investigate varied possibilities for the direction which creative activities will take.
3.3 Be aware that compositions have a beginning, middle, and end.	3.3.1 Indicate sections of familiar songs as being the beginning, middle, or end.
3.4 View musical compositions as a whole.	3.4.1 Structure own compositions to have beginning, middle, end, and points of climax and repose.
3.5 Be aware of appropriate sounds for use in composition.	3.5.1 Select voice(s) and/or instruments suitable for composition.
3.6 Be aware of possible variations of tempo and dynamics for use in composition.	3.6.1 Utilize variations of tempo and dynamics to control effect of composition.
3.7 Understand the use of ornamentation to enhance the effect of improvisations and compositions.	3.7.1 Use ornaments in improvisations and compositions.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.8 Be aware of electronic means for creating and altering sounds.	3.8.1 Use tape recorder and synthesizer to create new sounds and traditional ones.
3.9 Develop and/or improvise melodic expressions for songs.	3.9.1 Create songs either by plan or spontaneously.
	3.9.2 Improvise with group and make changes in tempo, and dynamics as needed to coordinate with others' performance.
3.10 Select appropriate combinations of voices and/or instruments for use in compositions.	3.10.1 Use varied and appropriate instrumental arrangements in compositions.
3.11 Utilize specific musical forms in compositions.	3.11.1 Create compositions using AB, ABA, and formal structures.
3.12 Use varied notation schemes to share compositions on paper.	3.12.1 Create suitable symbolic indications for compositions and record them on paper.
3.13 Be aware that sound effects, movement, and dramatizations can enhance the effect of musical compositions.	3.13.1 Create sound effects, movement, and dramatizations to enhance the effect of musical compositions.
3.14 Understand the importance of dynamics, tempo, and articulations on the overall effect of the composition.	3.14.1 Choose appropriate volume, tempo, and articulations for composition.

Skills/Subject Area: Music

COMPETENCY GOAL 3: The learner will develop creative capabilities: concepts and skills.

Objectives	Measures
3.15 Understand the need for clear communication of performance instructions.	3.15.1 Communicate performance instructions clearly (e.g., tempo, dynamics) through use of conventional symbols or those of her/his own devising.
	3.15.2 Participate in recording of compositions as a part of the creative process.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 8 Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.1 Use voice with ease.	4.1.1 Sing comfortably and accurately within natural range of her/his voice.
4.2 Sing alone or with accompaniment.	4.2.1 Sing equally well with or without accompaniment.
4.3 Sing accurately and with pleasant tone quality.	4.3.1 Blend with group when singing.
	4.3.2 Accept responsibility to listen carefully and sing in tune with others.
	4.3.3 Demonstrate understanding of different use of the voice in solo and choral singing.
4.4 Sing with clear articulation.	4.4.1 Sing staccato as well as legato with freedom.
4.5 Control voice to maintain pitch independence.	4.5.1 Sing two and three-part music.
	4.5.2 Maintain one part of a three or four-part round.
	4.5.3 Sing harmonizing part which may move in parallel or contrary motion with the melody.
4.6 Develop control of breath support and tone placement.	4.6.1 Sing with effective breath support and tone placement.
	4.6.2 Make careful use of vowels to produce tone.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives		Measures	
4.7	Control voice in use of dynamics.	4.7.1	Control level and/or changes of volume.
4.8	Pronounce words of songs clearly.	4.8.1	Sing with clear diction.
4.9	Be aware of appropriate style of song.	4.9.1	Sing songs with appropriate style.
		4.9.2	Use voice to express a variety of feelings and moods.
4.10	Show difference between beat and rhythm.	4.10.1	Clap or respond in other ways to illustrate beat and/or rhythm pattern(s).
4.11	Distinguish between sounds and silences.	4.11.1	Perform notes and rests with coordinated body movements.
4.12	Show awareness of accent in shaping rhythm.	4.12.1	Respond in varied ways to accented and unaccented beats.
4.13	Understand that beats may be grouped in patterns of varying lengths.	4.13.1	Perform accurately all beat groupings found in literature studies.
4.14	Understand execution of subdivided beats and triplets.	4.14.1	Recognize and perform subdivided beats and triplets.
4.15	Understand that meter signatures may change within a piece.	4.15.1	Perform music accurately which uses shifting meters.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.16 Comprehend shifting of accent to produce syncopation.	4.16.1 Perform syncopated rhythms accurately.
4.17 Express rhythmic understandings with body movement.	4.17.1 Perform traditional dances with accuracy.
	4.17.2 Create dance movements and dances to integrate rhythmic understandings.
4.18 Be aware of differences in sound of major, minor, and pentatonic scales.	4.18.1 Identify major, minor, and pentatonic scales on hearing.
	4.18.2 Identify step patterns of scales by sight and sound.
	4.18.3 Describe relation of natural minor to major scale.
4.19 Be aware of the forms of the minor scale.	4.19.1 Identify, by sight and hearing, harmonic and melodic minor scales.
	4.19.2 Explain rationale for the different forms of the minor scale.
4.20 Be aware of like and unlike phrases.	4.20.1 Identify like and unlike phrases as they are played or sung.
4.21 Associate melodic and rhythmic patterns with visual representations of those patterns.	4.21.1 Identify familiar melodic and rhythm patterns from visual representations.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.22 Associate numbers, syllable, and letter names with degree of the scale.	4.22.1 Identify melodies by numbers, syllables, and letter names on hearing.
4.23 Be aware of texture in music such as rough/smooth, thick/thin.	4.23.1 Recognize various textures on hearing.
4.24 Be aware of music from other countries and cultures.	4.24.1 Identify on hearing familiar music of other countries and cultures.
4.25 Be aware of characteristics that influence sound production.	4.25.1 Organize sources of musical sound according to means of production, type of construction, and material used.
4.26 Be familiar with a variety of instruments.	4.26.1 Handle instruments with ease and care.
4.27 Understand autoharp chord symbols.	4.27.1 Read autoharp chord symbols and use them in accompaniments.
4.28 Play folk instruments.	4.28.1 Demonstrate basic chords on guitar.
	4.28.2 Demonstrate strumming and picking techniques.
	4.28.3 Read tablatures for stringed instrument chords.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.29 Be aware of varied sound possibilities of instruments.	4.29.1 Play instruments in different ways to create varied sound qualities.
4.30 Exhibit control of instruments by playing them at the appropriate time alone or with class members.	4.30.1 Play instruments appropriately and in coordination with the class.
4.31 Understand need for control of changes in tempo and dynamics.	4.31.1 Exhibit control of gradual and/or sudden changes of tempo and dynamics.
4.32 Develop ability to perform independent accompaniments and ostinati.	4.32.1 Perform with confidence accompaniments and ostinati.
4.33 Develop ability to perform complex rhythm patterns accurately within ensemble.	4.33.1 Perform complex rhythm patterns with accuracy in coordination with class or ensemble.
4.34 Understand basic principles of tone production on instruments.	4.34.1 Describe string, woodwind, brass, and percussion tone production--function of overtone series.
4.35 Analyze ways of organizing music.	4.35.1 Identify same or different sections of music, fugato, theme, and variations.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.36 Understand patterns in rhythm and melody.	4.36.1 Identify and perform patterns in rhythm and melody.
	4.36.2 Identify patterns found in the environment which are similar to those found in music and the other arts.
4.37 Understand basic triad and seventh chord structure and formation of these chords on the first, fourth, and fifth scale degrees. Understand the importance of these chords in establishing tonality.	4.37.1 Identify and perform I, IV, V, and V7 chords.
4.38 Recognize meter in sets of two, three, four, five, six, eight, and ten.	4.38.1 Identify and perform varied metric patterns found in literature.
4.39 Understand the importance of notation to clarify musical understandings.	4.39.1 Use notation as an analytical tool.
4.40 Recognize when shifts of accent occur in basic meter patterns.	4.40.1 Identify and perform syncopation.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.41 Apply analytical skills to music of other countries and cultures.	4.41.1 Verbalize about differences in music of other countries cultures.
	4.41.2 Examine use of varied elements in music of other countries and cultures.
	4.41.3 Explore vocal and compositional techniques of varied styles.
4.42 Be aware of the varied expressive possibilities of the human voice.	4.42.1 Analyze ways in which the singer uses the voice to create mood and express emotion.
4.43 Verbalize about quality of performance.	4.43.1 Compare and describe performance in terms of effect, ensemble, etc.
4.44 Be aware of general time period in music.	4.44.1 Describe music in terms of contemporary, Baroque, Classical, etc.
4.45 Be aware of effect of tempo and dynamics.	4.45.1 Identify when music is too loud, too soft, or too fast, too slow.
4.46 Be aware of different ways phrasing music.	4.46.1 Assess effects of different ways of shaping a phrase.
4.47 Assess the suitability of student-created accompaniments for songs and stories.	4.47.1 Verbalize about whether or not a student-created accompaniment is effective for a given song or story.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.48 Compare the appropriateness of of choices in tempo and dynamics for performance of various songs.	4.48.1 Verbalize about the effect of these changes.
4.49 Be aware of the effect of phrases and cadences in organizing compositions, songs, and poems.	4.49.1 Demonstrate understanding of the importance of phrases and cadences in the organization of compositions, poems, and songs.
4.50 Be aware of the effect of mode changes, augmentation, and diminution on melodies.	4.50.1 Use changes of modes, augmentation, and diminution, and evaluate response to changes.
4.51 Make comparisons of different performances of the same piece of music.	4.51. Compare class performance with recorded performance of same music.
4.52 Understand need of "breathing" beat and cut-off.	4.52.1 Begin and end according to teacher's leading.
	4.52.2 Use "breathing" beat and cut-off in leading music performances.
4.53 Understand the significance of beat patterns in conducting.	4.53.1 Match beat patterns to appropriate meter signatures.
	4.53.2 Use appropriate beat patterns in following familiar music.
4.54 Understand appropriate symbols for notating pitch and rhythm.	4.54.1 Read and perform music using letter names, scale degree, and syllables.

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.55 Apply concept of fractions to reading of rhythm.	4.55.1 Apply fraction terminology to rhythmic notation.
	4.55.2 Read complex rhythm patterns in a variety of meters using whole, half, quarter, eighth, and sixteenth notes.
	4.55.3 Read and perform triplets, subdivided beats, and syncopation.
4.56 Apply understanding of intervals to reading.	4.56.1 Read music accurately using all intervals encountered in literature.
4.57 Understand function of key signatures.	4.57.1 Apply knowledge of key signatures to establish and understand tonality.
	4.57.2 Identify key signatures at sight.
4.58 Understand transposition.	4.58.1 Recognize key changes and transpositions within compositions.
	4.58.2 Transpose familiar melodies into easy keys.
4.59 Be familiar with new, nontraditional notations.	4.59.1 Perform from nontraditional notations.
4.60 Integrate musical understandings in reading.	4.60.1 Incorporate phrasing and dynamics in the reading process.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 4: The learner will develop skills in music: singing, rhythms, listening, instrumental performance, analysis, evaluation, conducting, music reading, and physical coordination.

Objectives	Measures
4.61 Respond to rhythms and dances using the whole body.	4.61.1 Use purposeful body movements for rhythms and dances.
4.62 Use the body as a rhythm instrument.	4.62.1 Perform with class using clap, tap, snap, slap, and stamp.
4.63 Control gross and fine motor movements as needed.	4.63.1 Use musical instruments with purpose and care.
	4.63.2 Apply more sophisticated performance techniques than in earlier years.
	4.63.3 Establish and maintain a steady beat.
	4.63.4 Establish and maintain desired tempo.
	4.63.5 Perform silences as well as sounds carefully.
	4.63.6 Perform changes in tempo, dynamics, and articulation with care.
	4.63.7 Use variety of strumming techniques with autoharp and/or guitar and ukulele.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 8 Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
5.1	Know that music is written and performed in various combinations.	5.1.1	Identify band, orchestra, solo, quartet, and others.
5.2	Know that music has been written by many different creators.	5.2.1	Tell names and details of lives of familiar composers.
5.3	Verbalize about various songs and instrumental pieces with which s/he is familiar.	5.3.1	Name various songs and instrumental pieces and be aware of growing repertoire.
5.4	Be aware of music from a range of times and places.	5.4.1	Identify on hearing time period of composition.
5.5	Be aware of music drama and music theatre.	5.5.1	Identify specific operas and musicals and demonstrate familiarity with stories and music.
		5.5.2	Study in detail music from specific countries and own country.
5.6	Apply concepts of style to familiar music literature.	5.6.1	Verbalize about stylistic differences in varied music selections.
5.7	Know that music is related to the other arts.	5.7.1	Give examples of relation of music to color, shape, and movement.
		5.7.2	Investigate in detail specific relationships of the elements of music and those of the other arts.

Grade Level: 8

Skills/Subject Area: Music

COMPETENCY GOAL 5: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
5.8 Know that each art is made up of basic elements.	5.8.1 Interrelate details of the basic elements of music, dance, drama, and art.
5.9 Know appropriate terms used in music studies.	5.9.1 Identify and uses terms descriptive of various elements of music--instrument names, analytical terms (e.g., same/different, phrase, sequence, cadence), movement and dance, and the like.
	5.9.2 Recognize and use terms relating to design in music (D.C., al fine, repeat signs) and names of forms (e.g., sonata, symphony, passacaglia, fugue).
	5.9.3 Use appropriate terminology for harmony, correct chord names for guitar and autoharp, name chords by scale degree on which they are formed (I, IV, V, V7).
	5.9.4 Name periods of music history as related to music studied (e.g., Baroque, Classical, Romantic).
	5.9.5 Use knowledge of terminology to understand the ways in which varied elements of music may be organized into a functional whole.

INSTRUMENTAL MUSIC GRADES 6-12

Major Emphases

Students may enter instrumental programs at varied ages and states of development. Published music for band and orchestral instruments is generally graded on a six-step scale, with grade one being typically assigned to beginners of any age, and grade six to the most advanced players, regardless of their placement in school. For this reason, competency descriptions for instrumental music are given at six levels, paralleling the commonly-used levels of difficulty.

The instrumental curriculum is based on a spiral design, with the focus on development of skills and knowledge being repeated at each level. Each succeeding level adds new knowledge and continues the development of skills to progressively refined degrees.

Skills developed in this area include those in rhythm, ear-training, performance, conducting, form and analysis, and music reading. Knowledge is expanded in an historical and stylistic understanding of the music being studied. This knowledge is applied to provide insights into the accurate performance of each musical selection, not only with regard to specific technical requirements of a particular piece, but to the quality of sound as well. Knowledge is also expanded continually regarding symbols, terminology, and other indications on the printed score. Experience in both solo and large and small ensemble playing is an ongoing feature of this instructional area.

The essential intent of this study is to integrate perceptions in such a way that the instrument becomes an extension of the student as a means of personal, musical, social, and emotional expression.

Instrumental Music: Winds Outline (selected competencies, levels 1-6)*

Level One

1. Skills in music

    1.1 Understand rhythms in literature studied (rhythm).
    1.2 Understand technique and pitch discrimination involved in tuning (aural).
    1.3 Perform major scales in one octave (performance).
    1.7 Sight-read appropriate musical examples (reading).

2. Knowledge of music

    2.1 Understand musical terms in literature studied (terminology).

Level Two

1. Skills in music

    1.1 Understand beat units in addition to the quarter note (rhythm).
    1.3 Understand technique and pitch discrimination needed for tuning instruments (aural).
    1.6 Apply basic concepts of tone production (performance).
    1.10 Sight-read appropriate musical examples (reading).

2. Knowledge of music

    1.1 Understand terms in literature studied (terminology).

Level Three

1. Skills in music

    1.1 Understand rhythms found in literature studied (rhythm).
    1.2 Understand intervals (aural).
    1.5 Perform tonic arpeggios (performance).
    1.9 Understand musical form and elementary harmonic principles (form).
    1.10 Read musical examples at sight (reading).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

2. Knowledge of music

    2.1 Develop a repertoire of performance music appropriate for instrument (history/literature).
    2.2 Understand terms found in literature studied (terminology).

Level Four

1. Skills in music

    1.1 Understand complex rhythm patterns (rhythm).
    1.2 Tune individual instrument (aural).
    1.7 Understand trills, grace notes, and alternate fingerings (performance).
    1.12 Understand conducting patterns (conducting).
    1.13 Understand musical form (form).
    1.14 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of performance music for instrument (history/literature).
    2.2 Understand musical terms (terminology).

Level Five

1. Skills in music

    1.1 Understand rhythms encountered in literature studied (rhythm).
    1.2 Tune individual instrument (aural).
    1.5 Understand tone production (performance).
    1.14 Understand conducting patterns (conducting).
    1.15 Understand musical form (form).
    1.16 Sight-read musical examples (form).

2. Knowledge of music

    2.1 Develop a repertoire of performance music for instrument (history/literature).
    2.2 Understand musical terminology (terminology).

Level Six

1. Skills in music

    1.1 Perform complex rhythm patterns (rhythm).
    1.2 Tune instrument (aural).
    1.10 Exhibit self-reliance in performance of solo and small ensemble literature (performance).
    1.11 Understand musical form (form).
    1.12 Conduct rehearsals of ensemble (conducting).
    1.13 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of solo and ensemble literature (history/literature).
    2.2 Understand musical terms (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, and performance.

Objectives		Measures	
1.1	Understand rhythms in literature studied.	1.1.1	Analyze and perform rhythm patterns found in assigned literature.
1.2	Understand technique and pitch discrimination involved in tuning.	1.2.1	Begin attempts at tuning own instrument.
1.3	Perform major scales in one octave.	1.3.1	Perform at least two major scales from memory.
1.4	Understand fingerings for chromatic scale.	1.4.1	Perform chromatics in easy range.
1.5	Understand register changes and fingerings at the "break" for woodwinds.	1.5.1	Perform music which involves register changes and patterns across the break.
1.6	Understand lip slurs on brass instruments.	1.6.1	Perform simple lip slurs as assigned.
1.7	Sight-read appropriate musical examples.	1.7.1	Perform examples provided by instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand musical terms in literature studied.	2.1.1 Apply meanings of terms encountered in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives		Measures	
1.1	Understand beat units in addition to the quarter note.	1.1.1	Perform with beat units in addition to the quarter note.
1.2	Understand difference between concert pitch and notated pitch on transposing instruments.	1.2.1	Demonstrate concert pitch on own instrument.
1.3	Understand technique and pitch discrimination needed for tuning instrument.	1.3.1	Develop confidence in tuning own instrument.
1.4	Perform major scales and arpeggios in one octave.	1.4.1	Know and perform four major scales (one octave) plus tonic arpeggios.
1.5	Understand chromatic scale.	1.5.1	Performs chromatic scale in one octave.
1.6	Apply basic concepts of tone production.	1.6.1	Develop breath support and embouchure.
1.7	Understand articulation concepts.	1.7.1	Demonstrate ability to perform detached and legato articulation styles.
1.8	Understand lip slurs (brasses).	1.8.1	Develop proficiency on assigned lip slurs.
1.9	Perform solo, duet, and/or small ensembles.	1.9.1	Demonstrate experience in solo, duet, and small ensemble performance.

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives	Measures
1.10 Sight-read appropriate musical examples.	1.10.1 Read examples provided by instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand terms in literature studied.	2.1.1 Apply meanings of musical terms encountered in literature.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form, and reading.

Objectives		Measures	
1.1	Understand rhythms found in literature studied.	1.1.1	Demonstrate understanding of varied beat units, note values, and rests in simple and compound meter.
1.2	Understand intervals.	1.2.1	Recognize and perform simple intervals by name.
1.3	Tune individual instrument.	1.3.1	Demonstrate ability to tune own instrument.
1.4	Perform major scales.	1.4.1	Demonstrate performance of three additional scales in extended range (total of seven major scales).
1.5	Perform tonic arpeggios.	1.5.1	Perform tonic arpeggios and exercises of the seven major scales in varied patterns of articulation.
1.6	Understand chromatic scale.	1.6.1	Perform chromatic scale with increased range.
1.7	Apply basic concepts of tone production.	1.7.1	Demonstrate appropriate tone quality, embouchure, vibrato, and breath control as well as adequate tuning and awareness of particular intonation problems.
1.8	Understand trills, grace notes, and alternate fingerings.	1.8.1	Begin performance of trills, grace notes, and alternate fingerings in literature studied.

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form, and reading.

Objectives	Measures
1.9 Understand musical form and elementary harmonic principles.	1.9.1 Demonstrate understanding in performance of structure in music and basic harmony.
1.10 Read musical examples at sight.	1.10.1 Perform at sight material appropriate for level one.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of the history, literature, and terminology of music.

Objectives		Measures	
2.1	Develop a repertoire of performance music appropriate for instrument.	2.1.1	Demonstrate through performance a knowledge of specific selections of music literature.
		2.1.2	Apply historical understandings to performance.
2.2	Understand terms found in literature studied.	2.2.1	Apply meaning of terms found in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives		Measures	
1.1	Understand complex rhythm patterns.	1.1.1	Perform complex rhythm patterns in simple and compound meters as found in literature studied.
1.2	Tune individual instrument.	1.2.1	Demonstrate ability to tune own instrument precisely without assistance.
1.3	Perform major scales.	1.3.1	Demonstrate two additional major scales from memory performed at faster tempos than previously (total of nine scales), and perform scales in increased ranges.
1.4	Understand tonic and dominant arpeggios.	1.4.1	Perform tonic and dominant arpeggios at faster tempos than previously.
1.5	Understand chromatic scale fingerings.	1.5.1	Demonstrate chromatic scale in wider range and faster tempo.
1.6	Play instrument with confidence.	1.6.1	Demonstrate acceptable tone quality, embouchure, vibrato, and breath support with appropriate articulations.
		1.6.2	Demonstrate clarity in single tonguing at varied tempi.
1.7	Understand trills, grace notes, and alternate fingerings.	1.7.1	Demonstrate increased facility with trills, grace notes, and alternate fingerings as encountered in literature studied.

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives	Measures
1.8 Understand lip slurs (brass instruments).	1.8.1 Demonstrate increased facility in performance of lip slurs.
1.9 Understand minor scales and arpeggios and understand intervals.	1.9.1 Perform minor scales and arpeggios, and demonstrate, in performance, increasing facility in reading and performing varied intervals.
1.10 Understand multiple articulations.	1.10.1 Study and perform double and triple tonguing.
1.11 Perform solo and small ensemble literature.	1.11.1 Demonstrate experience in solo and small ensemble work through performance of literature from a selected list of music.
1.12 Understand conducting patterns.	1.12.1 Recognize and perform in accord with the conducting patterns encountered in music studied.
1.13 Understand musical form.	1.13.1 Demonstrate comprehension of more complex musical forms than at earlier levels.
1.14 Sight-read musical examples.	1.14.1 Perform at sight material appropriate for level two.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
2.1	Develop a repertoire of performance music for instrument.	2.1.1	Demonstrate in performance knowledge of history and style appropriate for composition.
2.2	Understand musical terms.	2.2.1	Demonstrate an understanding in performance of musical terms encountered in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives		Measures	
1.1	Understand rhythms encountered in literature studied.	1.1.1	Perform rhythms in simple and compound meter as required in the literature studied.
1.2	Tune individual instrument.	1.2.1	Demonstrate ability to tune instrument with precision and to perform with accurate intonation.
1.3	Perform major scales as well as tonic and dominant arpeggios.	1.3.1	Perform from memory eleven major scales along with tonic and dominant arpeggios in varied articulations.
1.4	Understand fingerings for chromatic scale.	1.4.1	Perform from memory chromatic scale throughout the range of the instrument.
1.5	Understand tone production.	1.5.1	Demonstrate acceptable breath control, vibrato, embouchure, and tone quality.
1.6	Understand alternate modes of pitch production.	1.6.1	Demonstrate advanced ability to use alternate fingerings and/or slide positions (trombone).
1.7	Perform lip slurs (brass).	1.7.1	Demonstrate advanced skills in performance of lip slurs in musical literature.
1.8	Understand process of transposition.	1.8.1	Demonstrate understanding of process by performing simple transpositions appropriate for instrument.

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives	Measures
1.9 Develop skill in multiple articulations.	1.9.1 Demonstrate results from special study of double and triple tonguing.
1.10 Develop skill in performance of intervals.	1.10.1 Perform intervals in varied patterns of articulation.
1.11 Understand enharmonic tones.	1.11.1 Demonstrate enharmonic tones involved in alternate fingerings and transposition.
1.12 Understand minor scales and arpeggios.	1.12.1 Demonstrate by performance all minor scales and arpeggios assigned by instructor.
1.13 Perform advanced solo and ensemble literature.	1.13.1 Demonstrate extensive experience with technically and musically advanced repertoire from selected lists.
1.14 Understand conducting patterns.	1.14.1 Recognize and follow with facility all standard conducting patterns required in literature studied.
1.15 Understand musical form.	1.15.1 Demonstrate advanced understanding of form and harmonic principles through application to literature studied.
1.16 Sight-read musical examples.	1.16.1 Read with fluency materials appropriate for level three.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of the history, literature, and terminology of music.

Objectives	Measures
2.1 Develop a repertoire of performance music for instrument.	2.1.1 Demonstrate in performance knowledge of history and style appropriate for compositions performed.
2.2 Understand musical terminology.	2.2.1 Apply meaning to performance of all musical terms encountered in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form, conducting, and reading.

Objectives	Measures
1.1 Perform complex rhythm patterns.	1.1.1 Perform all rhythm patterns found in literature studied.
1.2 Tune instrument.	1.2.1 Tune instrument without assistance from instructor.
	1.2.2 Monitor own intonation and adjust to that of group as necessary.
1.3 Understand major scales.	1.3.1 Perform from memory all major scales in extended range.
1.4 Understand arpeggios.	1.4.1 Perform from memory arpeggios in all keys including major, minor augmented and diminished.
1.5 Understand minor scales.	1.5.1 Perform from memory minor scales.
1.6 Perform with well controlled tone quality.	1.6.1 Demonstrate a high degree of control in embouchure, breath control, varied articulations, and vibrato (where applicable).
1.7 Understand transposition.	1.7.1 Demonstrate functional transposition characteristic of instrument.
1.8 Understand alternate means of pitch production.	1.8.1 Demonstrate in performance fluency in the use of alternate fingerings and slide positions (trombone).

Grade Level: 6

Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form, conducting, and reading.

Objectives	Measures
1.9 Understand lip slurs (brass).	1.9.1 Perform lip slurs with facility through all intervals.
1.10 Exhibit self-reliance in performance of solo and small ensemble literature.	1.10.1 Perform with confidence and independence all applicable solo and small ensemble literature.
1.11 Understand musical form.	1.11.1 Explain and apply to performance knowledge of musical structure applicable to literature studied.
1.12 Conduct rehearsals of ensemble.	1.12.1 Demonstrate through conducting of rehearsals knowledge and understanding of conducting patterns, preparatory beat, cut-off, and knowledge of simple scores.
1.13 Sight-read musical examples.	1.13.1 Sight-read with fluency material appropriate for level four.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Instrumental Music/Winds

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
2.1	Develop a repertoire of solo and ensemble literature.	2.1.1	Perform both solo and ensemble literature in appropriate historical and stylistic context.
2.2	Understand musical terms.	2.2.1	Apply meaning to performance of all terms encountered in literature studied.

Instrumental Music: Percussion Outline (selected competencies, levels 1-6)*

Level One

1. Skills in music

   1.1 Understand beat units in addition to the quarter note (rhythm).
   1.2 Understand basic rudiments (performance).
   1.5 Sight-read appropriate musical examples (reading).

2. Knowledge of music

   2.1 Understand terms in literature studied (terminology).

Level Two

1. Skills in music

   1.1 Understand rhythms in literature studied (rhythm).
   1.2 Understand proper hand and stick position (performance).
   1.6 Sight-read appropriate examples (reading).

2. Knowledge of music

   2.1 Understand musical terms in literature studied (terminology).

Level Three

1. Skills in music

   1.1 Understand rhythms found in literature studied (rhythm).
   1.3 Understand long roll (performance).
   1.5 Understand musical form (form).
   1.6 Read musical examples at sight (reading).

2. Knowledge of music

   2.1 Develop repertoire of performance music appropriate for instrument (solo and ensemble) (history/literature).
   2.2 Understand terms found in literature studied (terminology).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

Level Four

1. Skills in music

    1.1 Understand complex rhythm patterns (meters).
    1.3 Understand major scales (performance).
    1.5 Understand conducting patterns (conducting).
    1.6 Understand musical form (form).
    1.7 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of performance music for instrument(s) (both solo and ensemble) (history/literature) .
    2.2 Understand musical terms (terminology).

Level Five

1. Skills in music

    1.1 Understand rhythms encountered in literature studied (rhythm).
    1.2 Tune individual instrument (aural).
    1.3 Master 13 essential rudiments (performance).
    1.8 Understanding conducting patterns (conducting).
    1.9 Understand musical form (form).
    1.10 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of performance music for instrument(s) (solo and ensemble) (history/literature).
    2.2 Understand musical terminology (terminology).

Level Six

1. Skills in music

    1.1 Perform complex rhythm patterns (rhythm).
    1.2 Tune instrument (aural).
    1.3 Understand the 26 rudiments (performance).
    1.10 Conduct rehearsals of ensemble (conducting).
    1.11 Understand musical form (form).
    1.12 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of solo and ensemble literature (history/literature).
    2.2 Understand musical terms (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1

Skills/Subject Area: Instrumental Music/ Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, performance, and reading.

Objectives		Measures	
1.1	Understand beat units in addition to the quarter note.	1.1.1	Perform with beat units in addition to the quarter note.
1.2	Understand basic rudiments.	1.2.1	Demonstrate in performance single strokes, double strokes, and flam.
1.3	Perform on melody percussion instruments.	1.3.1	Play simple melodies on bells and/or xylophone.
1.4	Understand major scales.	1.4.1	Perform at least three major scales.
1.5	Sight-read appropriate musical examples.	1.5.1	Read examples provided by the instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand terms in literature studied.	2.1.1 Apply meanings of musical terms encountered in literature.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, performance, and reading.

Objectives		Measures	
1.1	Understand rhythms in literature studied.	1.1.1	Study and perform rhythm patterns found in assigned literature.
1.2	Understand proper hand and stick position.	1.2.1	Demonstrate in performance proper hand and stick position.
1.3	Understand single and double stroke.	1.3.1	Demonstrate proper execution of single and double stroke in literature studied.
1.4	Understand basic rudiments.	1.4.1	Demonstrate execution of flam.
1.5	Be aware of proper care for instrument.	1.5.1	Demonstrate care in maintenance of, and performance on, instrument.
1.6	Sight-read appropriate examples.	1.6.1	Read examples provided by the instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand musical terms in literature studied.	2.1.1 Apply meanings of terms encountered in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, performance, form, and reading.

Objectives	Measures
1.1 Understand rhythms found in literature studied.	1.1.1 Demonstrate understanding of varied beat units, note values, and rests in simple and compound meter.
1.2 Understand major scales.	1.2.1 Demonstrate three additional major scales on melody instrument (total of six).
1.3 Understand long roll.	1.3.1 Demonstrate performance of long roll (open and closed).
1.4 Understand other percussion instruments.	1.4.1 Demonstrate facility on bass drum and cymbals.
1.5 Understand musical form.	1.5.1 Demonstrate in performance knowledge of structure in music.
1.6 Read musical examples at sight.	1.6.1 Perform at sight material appropriate for level one.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3

Skills/Subject Area: Instrumental Music/ Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of music: literature and terminology.

Objectives	Measures
2.1 Develop repertoire of performance music appropriate for instrument (solo and ensemble).	2.1.1 Demonstrate through performance, a knowledge of specific selections from music literature.
2.2 Understand terms found in literature studied.	2.2.1 Know and apply meaning of terms found in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4

Skills/Subject Area: Instrumental Music/
Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, performance, conducting, form, and reading.

Objectives		Measures	
1.1	Understand complex rhythm patterns.	1.1.1	Perform complex rhythm patterns in simple and compound meters as found in literature studied.
1.2	Master five essential rudiments.	1.2.1	Perform with fluency single stroke, double stroke, flam, ruff, and five stroke roll.
1.3	Understand major scales.	1.3.1	Perform three additional major scales on melody instruments (total of nine).
1.4	Perform solo and small ensemble literature.	1.4.1	Demonstrate experience in solo and small ensemble work through performance of literature from a selected list of music.
1.5	Understand conducting patterns.	1.5.1	Recognize and perform in accord with the conducting patterns encountered in music studied.
1.6	Understand musical form.	1.6.1	Demonstrate comprehension of more complex musical forms than at earlier levels.
1.7	Sight-read musical examples.	1.7.1	Perform at sight material appropriate for level two.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of the history, literature, and terminology of music.

Objectives	Measures
2.1 Develop a repertoire of performance music for instrument(s) (both solo and ensemble).	2.1.1 Demonstrate in performance knowledge of history and style appropriate for composition.
2.2 Understand musical terms.	2.2.2 Demonstrate in performance understanding of musical terms encountered in literature studied.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5

Skills/Subject Area: Instrumental Music/ Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives	Measures
1.1 Understand rhythms encountered in literature studied.	1.1.1 Perform rhythms in simple and compound meter required in the literature studied.
1.2 Tune individual instrument.	1.2.1 Demonstrate ability to tune instrument with precision and to perform with accurate intonation.
1.3 Master 13 essential rudiments.	1.3.1 Perform with fluency the 13 essential rudiments for the snare drum.
1.4 Understand minor scales.	1.4.1 Demonstrate basic understanding of minor scale formation.
1.5 Perform on tympani.	1.5.1 Demonstrate advanced skills on tympani with multiple drums.
1.6 Perform on all percussion instruments.	1.6.1 Demonstrate in performance experience with all other percussion instruments required for literature studied.
1.7 Perform advanced solo and ensemble literature.	1.7.1 Demonstrate extensive experience with technically and musically advanced repertoire from selected lists.

Skills/Subject Area: Instrumental Music/Percussion

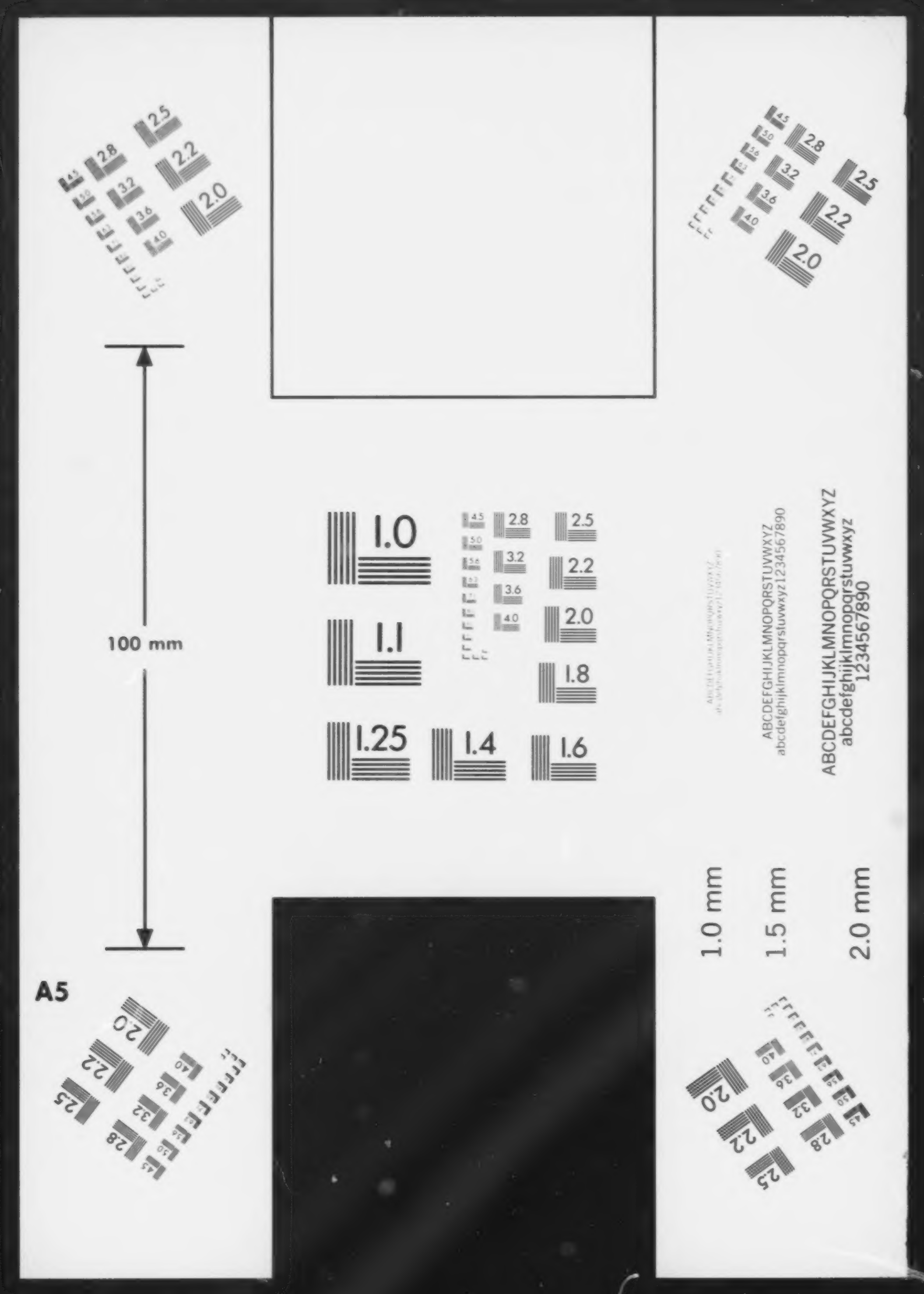
COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives	Measures
1.8 Understand conducting patterns.	1.8.1 Recognize and follow with facility all standard conducting patterns required in literature studied.
1.9 Understand musical form.	1.9.1 Demonstrate advanced understanding of form through application to literature studied.
1.10 Sight-read musical examples.	1.10.1 Read with fluency materials appropriate for level three.

Grade Level: 5 Skills/Subject Area: Instrumental Music/ Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
2.1	Develop a repertoire of performance music for instrument(s) (solo and ensemble).	2.1.1	Demonstrate in performance, a knowledge of history and style appropriate for compositions performed.
2.2	Understand musical terminology.	2.2.1	Explain and apply to a performance all musical terms encountered in literature studied.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ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6

Skills/Subject Area: Instrumental Music/ Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives		Measures	
1.1	Perform complex rhythm patterns.	1.1.1	Perform with fluency, all rhythm patterns found in literature studied.
1.2	Tune instrument(s).	1.2.1	Perform tunings on all tuned percussion with ease both before and during performance.
1.3	Understand the 26 rudiments.	1.3.1	Demonstrate through performance, the 26 rudiments for snare drum.
1.4	Understand major scales.	1.4.1	Perform all major scales on melody instruments.
1.5	Demonstrate advanced mallet techniques.	1.5.1	Perform with four mallets on xylophone.
1.6	Perform with multiple tympani.	1.6.1	Demonstrate performance requiring three and four tympani.
1.7	Understand multiple percussion.	1.7.1	Perform with fluency on stage band set.
1.8	Perform on all percussion instruments.	1.8.1	Demonstrate advanced skills with all other percussion instruments.
1.9	Exhibit self-reliance in performance of solo and small ensemble literature.	1.9.1	Perform with confidence and independence all applicable solo and small ensemble literature.

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form, and reading.

Objectives	Measures
1.10 Conduct rehearsals of ensemble.	1.10.1 Demonstrate through conducting of rehearsals knowledge and understanding of conducting patterns, preparatory beat, cut-offs, and knowledge of simple scores.
1.11 Understand musical form.	1.11.1 Explain and apply to performance knowledge of musical structure applicable to literature studied.
1.12 Sight-read musical examples.	1.12.1 Sight-read with fluency material appropriate for level four.

Grade Level: 6

Skills/Subject Area: Instrumental Music/Percussion

COMPETENCY GOAL 2: The learner will develop a knowledge of the history, literature, and terminology of music.

Objectives		Measures	
2.1	Develop a repertoire of solo and ensemble literature.	2.1.1	Perform varied selections from solo and ensemble literature demonstrating awareness of history and style.
2.2	Understand musical terms.	2.2.1	Explain and apply meaning to performance all terms encountered in literature studied.

Instrumental Music: Strings Outline (selected competencies, levels 1-6)*

Level One

1. Skills in music

   1.1 Understand rhythm values for notes and rests (rhythm).
   1.2 Understand rhythms in literature studied (rhythm).
   1.3 Develop ear training skills (aural).
   1.5 Understand correct playing position for the body, instrument, and bow (performance).
   1.11 Sight-read appropriate musical examples (reading).

2. Knowledge of music

   2.1 Understand musical terms in literature studied (terminology).
   2.2 Know the parts of the instrument (terminology).

Level Two

1. Skills in music

   1.1 Understand rhythm values for notes and rests (rhythm).
   1.3 Understand beat units in addition to the quarter note (performance).
   1.5 Develop improvisatory skills (aural).
   1.8 Understand bowing technique (performance).
   1.13 Sight-read appropriate musical examples (reading).

2. Knowledge of music

   2.1 Understand terms in literature studied (terminology).

Level Three

1. Skills in music

   1.1 Recognize that rhythm is made up of strong and weak pulses (rhythm).
   1.3 Tune individual instrument (aural).
   1.7 Perform major scales (performance).
   1.11 Understand musical form and elementary harmonic principles (form).
   1.12 Read musical examples at sight (reading).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

2. Knowledge of music

    2.1 Understand musical terms found in literature studies (terminology).

Level Four

1. Skills in music

    1.1 Understand complex rhythm patterns (rhythm).
    1.3 Understand intervals (aural).
    1.5 Understand tonic and dominant arpeggios (performance).
    1.15 Understand conducting patterns (conducting).
    1.16 Understand musical form (form).
    1.17 Create and notate original compositions (creative).
    1.18 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of solo and ensemble literature (history/literature).
    2.2 Understand musical terms (terminology).

Level Five

1. Skills in music

    1.3 Understand rhythms encountered in literature studied (rhythm).
    1.4 Tune individual instrument (aural).
    1.9 Perform with vibrato (performance).
    1.14 Understand conducting patterns (conducting).
    1.15 Understand musical form (form).
    1.16 Create and notate original compositions (creative).
    1.17 Sight-read musical examples (reading).

2. Knowledge of music

    2.1 Develop a repertoire of solo and ensemble literature (history/literature).
    2.2 Understand musical terminology (terminology).

Level Six

1. Skills in music

    1.1 Understand rhythm patterns encountered in literature (rhythm).
    1.4 Tune individual instrument (aural).
    1.11 Perform with vibrato (performance).
    1.16 Conduct rehearsals of ensemble (conducting).
    1.17 Understand musical form (form).
    1.20 Improvise music (creative).
    1.21 Sight-read musical examples (reading).

2. Knowledge of music

   2.1 Develop a repertoire of solo and ensemble literature (history/literature).
   2.2 Understand musical terms (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1

Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives	Measures
1.1 Understand rhythm values for notes and rests.	1.1.1 Read and play with accuracy whole, half, quarter, and eighth notes and rests in 4/4, 3/4, and 2/4 meter.
1.2 Understand rhythms in literature studied.	1.2.1 Study and perform rhythm patterns found in assigned literature.
1.3 Develop ear training skills.	1.3.1 Manipulate pitches.
	1.3.2 Match pitches.
	1.3.3 Play simple scales.
	1.3.4 Play simple double stops.
1.4 Understands techniques and pitch discrimination involved in tuning.	1.4.1 Observe instructor in process of tuning instrument.
1.5 Understand correct playing position for the body, instrument, and bow.	1.5.1 Demonstrate in performance, the correct playing position for body, instrument, and bow.
1.6 Understand bowing technique.	1.6.1 Demonstrate bowing with full bow, middle, upper half, and lower half, using basic detache and martele strokes.
	1.6.2 Perform simple string crossings.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives	Measures
1.7 Understand pizzicato.	1.7.1 Demonstrate correct pizzicato technique.
1.8 Understand finger patterns for major scale.	1.8.1 Demonstrate correct finger patterns for major scale.
1.9 Perform major scales in one octave.	1.9.1 Perform from memory three major scales appropriate for instrument.
1.10 Care for instrument.	1.10.1 Demonstrate proper care in playing instrument and placing in and removing from case.
1.11 Sight-read appropriate musical examples.	1.11.1 Read examples provided by instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1

Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives		Measures	
2.1	Understand musical terms in literature studied.	2.1.1	Know and apply meanings of terms encountered in literature studied.
2.2	Know the parts of the instrument.	2.2.1	Name and describe parts of the instrument and bow.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives	Measures
1.1 Understand rhythm values for notes and rests.	1.1.1 Read and play with accuracy whole, half, quarter, and eighth notes, and rests in 4/4, 3/4, 2/4, 6/8, 3/8, and 2/2 meter.
1.2 Understand rhythm patterns in literature studied.	1.2.1 Study and perform rhythm patterns found in assigned literature.
1.3 Understand beat units in addition to the quarter note.	1.3.1 Perform with beat units in addition to the quarter note.
1.4 Understand technique and pitch discrimination needed for tuning instrument.	1.4.1 Demonstrate ability to determine if instrument is in tune.
1.5 Develop improvisatory skills.	1.5.1 Perform melodies by ear.
1.6 Understand correct playing position for the body, instrument, and bow.	1.6.1 Demonstrate in performance correct playing position for body, instrument, and bow.
1.7 Be aware of basic concepts of tone production.	1.7.1 Demonstrate good habits of sound production in performance.
1.8 Understand bowing technique.	1.8.1 Demonstrate basic detache, martele, sautille, and spiccato stroke.
1.9 Understand pizzicato.	1.9.1 Demonstrate pizzicato on open strings and in melodies.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, and reading.

Objectives	Measures
1.10 Understand finger patterns for major and minor scales.	1.10.1 Demonstrate correct finger patterns for major and minor scale.
	1.10.2 Make clear distinction between whole and half steps.
1.11 Perform major scales and arpeggios in one octave.	1.11.1 Know and perform major scales (one octave) plus tonic arpeggios.
1.12 Perform solo, duet, and/or small ensembles.	1.12.1 Demonstrate experience in solo, duet, and small ensemble performance.
1.13 Sight-read appropriate musical examples.	1.13.1 Read at sight examples provided by instructor.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand terms in literature studied.	2.1.1 Know and apply meanings of musical terms encountered in literature.
2.2 Know the parts of the instrument and the function of each.	2.2.1 Name and describe the parts of the instrument and bow. Describe the function of each.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3

Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form and analysis, and reading.

Objectives		Measures	
1.1	Recognize that rhythm is made up of strong and weak pulses.	1.1.1	Demonstrate in performance the ability to differentiate strong and weak pulses in 2/4, 3/4, and 4/4 beat patterns.
1.2	Understand rhythms found in literature studied.	1.2.1	Demonstrate understanding of varied beat units, note values, and rests in simple and compound meter.
1.3	Tune individual instrument.	1.3.1	Demonstrate ability to tune own instrument acceptably to a standard pitch.
1.4	Understand intervals.	1.4.1	Recognize and perform simple intervals by name.
1.5	Understand correct playing position for the body, instrument, and bow.	1.5.1	Demonstrate in performance correct playing position for body, instrument, and bow.
1.6	Play all patterns in positions applicable to instrument.	1.6.1	Demonstrate proficiency in playing all finger patterns applicable to instrument.
1.7	Perform major scales.	1.7.1	Demonstrate performance from memory of six major scales: D, G, C, F, Bb, and Eb.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, form and analysis, and reading.

Objectives	Measures
1.8 Perform tonic arpeggios.	1.8.1 Perform tonic arpeggios and exercises of the six major scales in varied patterns of articulation.
1.9 Understand varied styles of bowing.	1.9.1 Demonstrate in performance correct usage of detache, spiccato, sautille, and mertele strokes.
1.10 Understand basic fundamentals of tone production.	1.10.1 Perform with controlled tone production.
1.11 Understand musical form and elementary harmonic principles.	1.11.1 Demonstrate understanding in performance of structure in music and basic harmony.
1.12 Read musical examples at sight.	1.12.1 Perform at sight material appropriate for level one.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music terminology.

Objectives	Measures
2.1 Understand musical terms found in literature studied.	2.1.1 Know and apply meanings of terms encountered in literature studied.
	2.1.2 Know and apply appropriate names for bowings in use.
	2.1.3 Demonstrate appropriate usage of up and down-bow markings as well as all phrasing indications.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, ensemble, form and analysis, creative, and reading.

Objectives	Measures
1.1 Understand complex rhythm patterns.	1.1.1 Perform complex rhythm patterns in simple and compound meters as found in literature studied.
1.2 Tune individual instrument.	1.2.1 Demonstrate ability to tune own instrument precisely to a set standard without assistance.
1.3 Understand intervals.	1.3.1 Recognize and perform accurately all major, minor, and perfect intervals.
1.4 Perform major scales.	1.4.1 Perform from memory eight major scales: G, D, A, E, C, F, Bb, and Eb.
1.5 Understand tonic and dominant arpeggios.	1.5.1 Perform tonic and dominant arpeggios at faster tempos than previously.
1.6 Understand positions applicable to instrument.	1.6.1 Demonstrate proficiency in playing all finger patterns in applicable positions.
1.7 Understand shifting.	1.7.1 Demonstrate proficiency in shifting.
1.8 Understand chromatic scale fingerings.	1.8.1 Demonstrate chromatic scale in two octave range at moderate tempo.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, ensemble, form and analysis, creative, and reading.

Objectives	Measures
1.9 Play instrument with confidence.	1.9.1 Demonstrate acceptable tone quality, bowing, left hand technique, and vibrato.
1.10 Understand varied styles of bowing.	1.10.1 Demonstrate in performance, correct usage of proper bowing.
1.11 Understand trills and grace notes.	1.11.1 Demonstrate increased facility with trills and grace notes as encountered in literature studied.
1.12 Understand minor scales and arpeggios.	1.12.1 Perform minor scales and arpeggios.
1.13 Understand intervals.	1.13.1 Demonstrate in performance, increasing facility in reading and performing varied intervals.
1.14 Perform solo and small ensemble literature.	1.14.1 Demonstrate experience in solo and small ensemble work through performance of literature from a selected list of music.
1.15 Understand conducting patterns.	1.15.1 Recognize and perform in accord with the conducting patterns encountered in music studied.
1.16 Understand musical form.	1.16.1 Demonstrate comprehension of more complex musical forms than at earlier levels.

Grade Level: 4 Page 3

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, ensemble, form and analysis, creative, and reading.

Objectives	Measures
1.17 Create and notate original compositions.	1.17.1 Produce original compositions for instrument or group of instruments scored in standard notation.
	1.17.2 Experiment with nonstandard notation for composition.
1.18 Sight-read musical examples.	1.18.1 Perform at sight material appropriate for level two.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
2.1 Develop a repertoire of solo and ensemble literature.	2.1.1 Perform varied selections from solo and ensemble literature demonstrating awareness of history and style.
2.2 Understand musical terms.	2.2.1 Demonstrate in performance, an understanding of terms encountered in literature studied.
	2.2.2 Know and apply appropriate names for bowings used.
	2.2.3 Demonstrate appropriate use of up and down-bow markings as well as all phrasing indications.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.1 Understand rhythms encountered in literature studied.	1.1.1 Perform rhythms in simple and compound meter required in the literature studied.
1.2 Perform changing meters.	1.2.1 Demonstrate in performance recognition of and response to changing and unusual meters.
1.3 Perform shifting accents.	1.3.1 Demonstrate in performance recognition of and response to syncopated rhythms.
1.4 Tune individual instrument.	1.4.1 Demonstrate ability to tune instrument with precision, and to perform with accurate intonation.
	1.4.2 Demonstrate ability to adjust intonation as needed to blend with ensemble.
1.5 Perform major scales as well as tonic and dominant arpeggios.	1.5.1 Perform from memory 10 major scales plus tonic and dominant arpeggios: G, D, A, E, C, F, Bb, Eb, Ab, and Db.
	1.5.2 Perform from memory relative minor scales in all forms.
1.6 Understand fingerings for chromatic scale.	1.6.1 Perform from memory chromatic scale throughout usable range.

Grade Level: 5 Page 2

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.7 Perform in different playing positions.	1.7.1 Demonstrate in performance the following positions: Violin and Viola--1st through 5th; Cello and Bass--1/2 to thumb position.
1.8 Understand shifting.	1.8.1 Demonstrate proficiency in shifting to and from all positions used in exercises and examples from literature.
1.9 Perform with vibrato.	1.9.1 Demonstrate in performance the use use of controlled vibrato.
1.10 Develop skill in multiple stops.	1.10.1 Demonstrate results from special study of double stops and chords.
1.11 Develop skill in performance of intervals.	1.11.1 Perform intervals with consistently accurate intonation.
1.12 Use standard dynamic markings.	1.12.1 Demonstrate in performance the ability to recognize and apply varied dynamic markings, including pp, p, mp, mf, f, ff, fff, fz, and fp.
1.13 Perform advanced solo and ensemble literature.	1.13.1 Demonstrate extensive experience with technically and musically advanced repertoire from selected lists.

Grade Level: 5

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.14 Understand conducting patterns.	1.14.1 Recognize and follow with facility all standard conducting patterns required in literature studied.
	1.14.2 Demonstrate conducting patterns for at least four basic meters.
1.15 Understand musical form.	1.15.1 Demonstrate advanced understanding of form and harmonic principles through application to literature studied.
1.16 Create and notate original compositions.	1.16.1 Produce original compositions for instrument and/or group of instruments scored in standard notation.
	1.16.2 Experiment with nonstandard notation for compositions.
1.17 Sight-read musical examples.	1.17.1 Read with fluency materials appropriate for level three.
	1.17.2 Read acceptably at performance level.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5

Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
2.1 Develop a repertoire of solo and ensemble literature.	2.1.1 Perform varied selections from solo and ensemble literature demonstrating awareness of history and style.
2.2 Understand musical terminology.	2.2.1 Explain and apply to performance all musical terms encountered in literature studied.
	2.2.2 Know and apply appropriate names for bowings used.
	2.2.3 Demonstrate advanced usage of up and down-bow markings as well as all phrasing and dynamic indications.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 5

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives		Measures	
2.1	Develop a repertoire of solo and ensemble literature.	2.1.1	Perform varied selections from solo and ensemble literature demonstrating awareness of history and style.
2.2	Understand musical terminology.	2.2.1	Explain and apply to performance all musical terms encountered in literature studied.
		2.2.2	Know and apply appropriate names for bowings used.
		2.2.3	Demonstrate advanced usage of up and down-bow markings as well as all phrasing and dynamic indications.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6 Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.1 Understand rhythms encountered in literature.	1.1.1 Perform rhythms in simple and compound meter as required in the literature studied.
1.2 Perform changing meters accurately.	1.2.1 Demonstrate in performance recognition of and response to changing and unusual meters.
1.3 Perform shifting accents.	1.3.1 Demonstrate in performance, recognition of and response to syncopated rhythms.
1.4 Tune individual instrument.	1.4.1 Demonstrate ability to tune instrument with precision and to perform with accurate intonation.
	1.4.2 Demonstrate ability to adjust intonation as needed to blend with ensemble.
1.5 Understand major scales.	1.5.1 Perform from memory all major scales.
1.6 Understand arpeggios.	1.6.1 Perform from memory arpeggios in all keys including major, minor, augmented and diminished.
1.7 Understand minor scales.	1.7.1 Perform from memory all minor scales, in natural, harmonic, and melodic form.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.8 Perform with well-controlled tone quality.	1.8.1 Demonstrate a high degree of control.
1.9 Perform in different playing positions.	1.9.1 Demonstrate in performance all positions applicable to the instrument.
1.10 Understand shifting.	1.10.1 Demonstrate proficiency in shifting to and from all positions used in exercises and examples from literature.
1.11 Perform with vibrato.	1.11.1 Demonstrate in performance the use of controlled vibrato.
1.12 Develop skill in multiple stops.	1.12.1 Demonstrate ability to perform octaves, multiple stops, and chords.
1.13 Perform all intervals.	1.13.1 Perform intervals with consistently accurate intonation.
1.14 Use standard dynamic markings.	1.14.1 Demonstrate in performance, the ability to recognize and apply varied dynamic markings, including pp, p, mp, mf, f, ff, fff, fz, and fp.
1.15 Exhibit self-reliance in performance of solo and ensemble literature.	1.15.1 Perform with confidence and independence all applicable solo ensemble literature.

Skills/Subject Area: Instrumental Music/Strings

COMPETENCY GOAL 1: The learner will develop skills in music: rhythm, aural, performance, conducting, form and analysis, creative, and reading.

Objectives	Measures
1.16 Conduct rehearsals of ensemble.	1.16.1 Demonstrate, through participation in rehearsals, knowledge and understanding of conducting patterns, preparatory beat, cut-offs, and simple scores.
	1.16.2 Demonstrate conducting patterns for at least four basic meters.
1.17 Understand musical form.	1.17.1 Explain and apply to performance knowledge of musical structure applicable to literature studied.
1.18 Create and notate original compositions.	1.18.1 Produce original compositions for instrument, and/or group of instruments scored in standard notation.
	1.18.2 Experiment with nonstandard notation for compositions.
1.19 Compose and arrange study materials.	1.19.1 Demonstrate the ability to create and arrange exercises and materials for study.
1.20 Improvise music.	1.20.1 Demonstrate in performance ability to improvise in various styles.
1.21 Sight-read musical examples.	1.21.1 Sight-read with fluency material appropriate for level four.
	1.21.2 Sight-read acceptably at performance level.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 6

Skills/Subject Area: Instrumental Music/ Strings

COMPETENCY GOAL 2: The learner will develop a knowledge of music: history, literature, and terminology.

Objectives	Measures
2.1 Develop a repertoire of solo and ensemble literature.	2.1.1 Perform varied selections from solo and ensemble literature demonstrating awareness of history and style.
	2.1.2 Perform some compositions from memory.
	2.1.3 Describe historical periods by name and verbalize details of period and composer.
2.2 Understand musical terms.	2.2.1 Explain and apply to performance the meaning of all terms encountered in literature studied.
	2.2.2 Know and apply appropriate names for bowings used.

CHORAL MUSIC GRADES 9-12

Major Emphases

The choral music program at the secondary level builds on the knowledge, concepts, and skills of the elementary general music program. Competencies are described for it in four levels. Since students in this program are at varying degrees of achievement, which may not be related to grade level placement in school, the description in terms of achievement levels makes it possible to locate any student along this continuum and to provide for additional challenges in improvement of her/his capabilities.

The choral curriculum is based on a spiral design, with the focus on development of attitudes, skills, and knowledge being repeated at each level.

New knowledge is added at each level and the development of skills is continued to a progressively refined degree.

Inasmuch as choral music is, by its nature, a social phenomenon, student attitudes are important to this endeavor. The development of positive attitudes both toward the student personally and toward others is vital. Maturing of vocal, interpretative, and reading skills is another important focus of this study. Included in this area of the program is continuing refinement of the capacity to sing with carefully controlled pitch and vocal production and knowledge of how to care for the voice. Emphasis on the development of clear vowels and well-pronounced consonants is maintained for the production of optimal tone and diction. Also stressed throughout the program is the ability to shape phrases expressive of the composer's intent, precision of ensemble, and the ability to read the printed score at an increasingly sophisticated level.

The broad sweep of choral literature, reflecting many periods of history and input from innumerable individual creators, provides the basis for the development of a knowledge of historical, stylistic, and formal components which must be integrated to achieve realistic interpretations of this music. A natural implication of choral study is the development of a clear and meaningful understanding of all terms, symbols, and interpretative indications which the student encounters in the printed score.

Choral Music Outline (selected competencies, levels 1-4)*

Level One

1. Positive attitudes

    1.1 Show personal commitment to music (toward self).
    1.3 Evidence responsibility and loyalty toward group (toward others).

2. Skills in music

    2.2 Breathe correctly (vocal).
    2.8 Demonstrate an awareness of ensemble effort (interpretative).
    2.12 Recognize key of the work being studied (reading).

3. Knowledge of music

    3.1 Sing choral literature from varied historical style periods (history/literature).
    3.4 Understand rhythm patterns (theory).
    3.6 Know appropriate terms used in music studied (terminology).

Level Two

1. Positive attitudes

    1.2 Take pride in musical accomplishments (toward self).
    1.3 Evidence responsibility and loyalty toward group (toward others).

2. Skills in music

    2.4 Understand principles of diction (vocal).
    2.8 Demonstrate phrasing (interpretative).
    2.12 Read rhythmic patterns (reading).

3. Knowledge of music

    3.2 Sing varied types of choral repertoire (history/literature).
    3.6 Understand harmony (theory).
    3.7 Know appropriate terms used in music studied (terminology).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

Level Three

1. Positive attitudes

    1.2 Take pride in musical accomplishments (toward self).
    1.3 Evidence responsibility and loyalty toward group (toward others).

2. Skills in music

    2.7 Understand proper care of the voice (vocal).
    2.10 Demonstrate an awareness of ensemble effort (interpretative).
    2.16 Incorporate symbols and markings into reading process (reading).

3. Knowledge of music

    3.3 Sings music of both large and small ensembles (history/literature).
    3.7 Understand harmony (theory).
    3.8 Know appropriate terms found in music studied (terminology).

Level Four

1. Positive attitudes

    1.2 Show personal discrimination in music process (toward self).
    1.4 Evidence responsibility and loyalty toward group (toward others).

2. Skills in music

    2.6 Exhibit a tonal range over an octave (vocal).
    2.12 Read at sight (interpretative).
    2.17 Relate the parts of the score into the whole (reading).

3. Knowledge of music

    3.2 Relate appropriate choral tone to period of composition (history/literature).
    3.7 Understand form (theory).
    3.8 Understand harmony (terminology).

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Choral Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Show personal commitment to music.	1.1.1 Demonstrate personal commitment through involvement in choral activities and in application to music outside school.
1.2 Take pride in musical accomplishments.	1.2.1 Evidence satisfaction with musical achievements while seeking new challenges which build on past ones.
1.3 Evidence responsibility and loyalty toward group.	1.3.1 Indicate responsibility and loyalty by punctual attendance at all rehearsals and concerts.
	1.3.2 Evidence willingness to place the needs of the group ahead of personal ones. Cooperate to achieve the goals of the group.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 1 Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives		Measures	
2.1	Sing on pitch.	2.1.1	Demonstrate clear awareness of pitch and ability to carry part with acceptable intonation.
2.2	Breathe correctly.	2.2.1	Demonstrate ability to breathe from diaphragm and use breath properly to sustain tone.
2.3	Use the body correctly.	2.3.1	Demonstrate correct singing posture.
2.4	Understand principles of diction.	2.4.1	Demonstrate understanding of, and ability to produce clear vowel sounds.
		2.4.2	Use consonants to achieve clear diction.
2.5	Understand basic tone production.	2.5.1	Sing with clear, freely-produced, and well-resonated tone on each of the basic vowel sounds in usable range.
		2.5.2	Sing arpeggios and scale passages with clarity.
2.6	Respond to the words and meaning of the text.	2.6.1	Use voice with control to express intent of text.
2.7	Demonstrate phrasing.	2.7.1	Sing with phrasing indicated by the words and music.

Grade Level: 1 Page 2

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.8 Demonstrate an awareness of ensemble effort.	2.8.1 Follow carefully interpretative indications of director.
2.9 Base interpretation on markings in the printed page.	2.9.1 Evidence careful attention to tempo, dynamic, and expressive markings.
2.10 Read at sight.	2.10.1 Demonstrate in performance ability to read diatonic music at sight.
2.11 Read rhythmic patterns.	2.11.1 Sight-read with reasonable accuracy, rhythm patterns using varied notes as the unit of value.
2.12 Recognize key of the work being studied.	2.12.1 Use recognition of key and key signature to determine pitch relationships.
2.13 Incorporate symbols and markings into reading process.	2.13.1 Demonstrate in performance ready response to musical symbols and expression marks in the score.

Grade Level: 1 Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history, literature, theory, and terminology.

Objectives	Measures
3.1 Sing choral literature from varied historical style periods.	3.1.1 Demonstrate in performance a knowledge of choral literature from different historical style periods.
3.2 Sing varied types of choral repertoire.	3.2.1 Demonstrate in performance the ability to sing a wide variety of choral repertoire.
3.3 Sing music of both large and small ensembles.	3.3.1 Perform music for ensembles of varied groupings.
3.4 Understand rhythm patterns.	3.4.1 Sing accurately rhythm patterns occurring in music studied.
3.5 Understand harmony.	3.5.1 Apply understanding of harmony to part singing.
3.6 Know appropriate terms used in music studied.	3.6.1 Use appropriately terms related to tempo and dynamics. 3.6.2 Make proper use of terms related to form in music. 3.6.3 Use terms of expression appropriately.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Choral Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Show personal commitment to music.	1.1.1 Demonstrate personal commitment through involvement in choral activities and in application to music outside school.
1.2 Take pride in musical accomplishments.	1.2.1 Evidence satisfaction with musical achievements while seeking new challenges which build on past ones.
1.3 Evidence responsibility and loyalty toward group.	1.3.1 Indicate responsibility and loyalty by punctual attendance at all rehearsals and concerts.
	1.3.2 Evidence willingness to place needs of the group ahead of personal ones. Cooperate to achieve the goals of the group.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.1 Sing on pitch.	2.1.1 Demonstrate clear awareness of pitch and ability to carry part with acceptable intonation.
2.2 Breathe correctly.	2.2.1 Demonstrate ability to breathe from diaphragm and use breath properly to sustain tone.
2.3 Use the body correctly.	2.3.1 Demonstrate correct singing posture.
2.4 Understand principles of diction.	2.4.1 Demonstrate understanding of, and ability to produce, clear vowel sounds.
	2.4.2 Demonstrate in performance ability to make use of consonants to achieve clear diction.
2.5 Understand basic tone production.	2.5.1 Sing with clear, freely-produced, and well-resonated tone on each of the basic vowel sounds in normal range.
	2.5.2 Sing clearly arpeggios and scale passages.
2.6 Understand proper care of the voice.	2.6.1 Demonstrate in rehearsal and performance, proper singing technique and care of the voice.
2.7 Respond to the words and meaning of the text.	2.7.1 Demonstrate in performance, the ability to use the voice to express the meaning of the text.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.8 Demonstrate phrasing.	2.8.1 Sing with phrasing indicated by the words and music.
2.9 Demonstrate an awareness of ensemble effort.	2.9.1 Follow carefully interpretative indications of director.
2.10 Base interpretation on markings in the printed score.	2.10.1 Demonstrate in performance, a habit of paying attention to dynamics and other expression marks on the printed page.
2.11 Read at sight.	2.11.1 Demonstrate in performance ability to read diatonic music at sight.
2.12 Read rhythmic patterns.	2.12.1 Demonstrate in performance, ability to sight-read with reasonable accuracy rhythm patterns using varied notes as the unit of value.
2.13 Use appropriate clefs.	2.13.1 Demonstrate in performance, ability to read music in either the treble or bass clef as appropriate to the voice.
2.14 Recognize key of the work being studied.	2.14.1 Use recognition of key and key signature to determine pitch relationships.
2.15 Incorporate symbols and markings into reading process.	2.15.1 Demonstrate in performance, ready response to musical symbols and expression marks in the score.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 2 Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history, literature, theory, and terminology.

Objectives	Measures
3.1 Sing choral literature from the major historical style periods.	3.1.1 Demonstrate in performance, knowledge of choral literature from different historical style periods.
	3.1.2 Verbalize information about composers, styles, and historical backgrounds of compositions studied.
3.2 Sing varied types of choral repertoire.	3.2.1 Demonstrate in performance, ability to sing folk songs, spirituals, seasonal numbers, foreign language works, novelties, popular and musical comedy songs, etc.
3.3 Sing music of both large and small ensemble.	3.3.1 Perform music for ensembles of varied groupings.
3.4 Understand major and minor scales and key signatures.	3.4.1 Demonstrate in performance, an awareness of relationship of key and key signature to composition studied.
3.5 Understand rhythm patterns.	3.5.1 Sing accurately rhythm patterns occurring in music studied.
3.6 Understand harmony.	3.6.1 Apply an understanding of harmony to part singing.

Grade Level: 2

Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history/literature, theory, and terminology.

Objectives	Measures
3.7 Know appropriate terms used in music studied.	3.7.1 Use appropriately terms related to tempo and dynamics.
	3.7.2 Make proper use of terms related to form in music.
	3.7.3 Use terms of expression appropriately.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Choral Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives	Measures
1.1 Show personal commitment to music.	1.1.1 Demonstrate personal commitment through involvement in choral activities and in application to music outside school.
1.2 Take pride in musical accomplishments.	1.2.1 Evidence satisfaction with musical achievements while seeking new challenges which build on past ones.
1.3 Evidence responsibility and loyalty toward group.	1.3.1 Indicate responsibility and loyalty by punctual attendance at all rehearsals and concerts.
	1.3.2 Evidence willingness to place needs of the group ahead of personal ones. Cooperate to achieve the goals of the group.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.1 Sing on pitch.	2.1.1 Demonstrate clear awareness of pitch and ability to carry part with precise intonation.
2.2 Breathe correctly.	2.2.1 Demonstrate ability to breathe from diaphragm and use breath properly to sustain tone.
2.3 Use the body correctly.	2.3.1 Demonstrate correct singing posture.
2.4 Understand principles of diction.	2.4.1 Demonstrate understanding of and ability to produce clear vowel sounds.
	2.4.2 Demonstrate in performance, ability to make use of consonants to achieve clear diction.
2.5 Understand basic tone production.	2.5.1 Sing with clear, freely-produced, and well-resonated tone on each of the basic vowel sounds throughout normal range.
2.6 Sing with clear articulation.	2.6.1 Articulate clearly arpeggios and scale passages at all normal tempi.
2.7 Understand proper care of the voice.	2.7.1 Demonstrate in rehearsal and performance, proper singing technique and care of the voice.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives		Measures	
2.8	Respond to the words and meaning of the text.	2.8.1	Demonstrate in performance, ability to use the voice to express the meaning of the text.
2.9	Demonstrate phrasing.	2.9.1	Sing with phrasing indicated by the words and music.
2.10	Demonstrate an awareness of ensemble effort.	2.10.1	Carefully follow interpretative indications of director.
2.11	Base interpretation on markings in the printed score.	2.11.1	Demonstrate in performance, a habit of paying attention to dynamics and other expression marks on the printed page.
2.12	Read at sight.	2.12.1	Demonstrate in performance, ability to read diatonic music at sight.
2.13	Read rhythmic patterns.	2.13.1	Demonstrate in performance, ability to sight-read with reasonable accuracy rhythm patterns using the half, quarter, eighth, and dotted quarter notes as the units of value.
2.14	Use appropriate clefs.	2.14.1	Demonstrate in performance, ability to read music in either the treble or bass clef as appropriate to the voice.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.15 Recognize key of the work being studied.	2.15.1 Use recognition of key and key signature to determine pitch relationships.
2.16 Incorporate symbols and markings into reading process.	2.16.1 Demonstrate in performance, ready response to musical symbols and expression marks in the score.
2.17 Relate the parts of the score into the whole.	2.17.1 Demonstrate in performance, relation of part with accompaniment and other parts.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 3 Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history, literature, theory, and terminology.

Objectives	Measures
3.1 Sing choral literature from each of the major historical style periods.	3.1.1 Demonstrate in performance, knowledge of choral literature from the Renaissance, Baroque, Classical, Romantic, Modern, and Contemporary periods.
	3.1.2 Verbalize understandings of composers, styles, and historical backgrounds of compositions studied.
3.2 Sing varied types of choral repertoire.	3.2.1 Demonstrate in performance, ability to sing folk songs, Latin masses and motets, madrigals, spirituals, seasonal numbers, works in foreign languages, novelties, popular and musical comedy songs, etc.
3.3 Sings music of both large and small ensembles.	3.3.1 Demonstrate knowledge of music for small ensembles of varied groupings.
3.4 Understand major and minor scales and key signatures.	3.4.1 Demonstrate in performance, awareness of key and relation of piece to the appropriate scale.
3.5 Understand rhythm patterns.	3.5.1 Demonstrate in performance, ready ability to perform rhythm patterns occurring in music studied.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history, literature, theory, and terminology.

Objectives	Measures
3.6 Understand form.	3.6.1 Apply understanding of form to compositions studied to shape interpretation according to significant elements.
3.7 Understand harmony.	3.7.1 Apply understanding of harmony to part singing to maintain balance and blend.
3.8 Know appropriate terms used in music studied.	3.8.1 Recognize and use appropriately terms related to tempo and dynamics.
	3.8.2 Make proper use of terms related to design in music.
	3.8.3 Make appropriate use of terms directing musical expression.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Choral Music

COMPETENCY GOAL 1: The learner will develop positive attitudes in music toward self and toward others.

Objectives		Measures	
1.1	Show personal commitment to music.	1.1.1	Demonstrate personal commitment through involvement in choral activities and in application to music outside school.
1.2	Show personal discrimination in music process.	1.2.1	Evidence willingness to make informed choices and to put them into action.
1.3	Take pride in musical accomplishments.	1.3.1	Evidence satisfaction with musical achievements while seeking new challenges which build on past ones.
1.4	Evidence responsibility and loyalty toward group.	1.4.1	Indicate responsibility and loyalty by punctual attendance at all rehearsals and concerts.
		1.4.2	Evidence willingness to place needs of the group ahead of personal ones. Cooperate to achieve the goals of the group.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives		Measures	
2.1	Sing on pitch.	2.1.1	Demonstrate clear awareness of pitch and ability to carry part with precise intonation.
2.2	Breathe correctly.	2.2.1	Demonstrate ability to breathe from diaphragm and use breath properly to sustain tone.
2.3	Use the body correctly.	2.3.1	Demonstrate correct singing posture.
2.4	Understand principles of diction.	2.4.1	Demonstrate understanding of and ability to produce clear vowel sounds.
		2.4.2	Demonstrate in performance ability to produce varied consonant sounds (e.g., nasal, sibilant, explosive).
2.5	Understand basic tone production.	2.5.1	Sing with clear, freely-produced, and well-resonated tone on each of the basic vowel sounds throughout normal range.
		2.5.2	Articulate clearly arpeggios and scale passages at all normal tempi.
2.6	Exhibit a tonal range over an octave.	2.6.1	Demonstrate in performance, a usable range of at least a twelfth.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.7 Understand proper care of the voice.	2.7.1 Demonstrate in rehearsal and performance, proper singing technique and care of the voice.
2.8 Respond to the words and meaning of the text.	2.8.1 Demonstrate in performance, ability to use the voice to express the meaning of the text.
2.9 Demonstrate phrasing.	2.9.1 Sing with phrasing indicated by the words and music.
2.10 Demonstrate an awareness of ensemble effort.	2.10.1 Follow carefully interpretative indications of director.
2.11 Base interpretation on markings in the printed score.	2.11.1 Demonstrate in performance, a habit of attention to dynamics and other expression marks on the printed page.
2.12 Read at sight.	2.12.1 Demonstrate in performance, ability to read diatonic music at sight.
2.13 Read rhythmic patterns.	2.13.1 Demonstrate in performance, ability to sight-read accurately rhythm patterns using the half, quarter, eighth, sixteenth, dotted quarter, and dotted eighth notes as the units of value.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 2: The learner will develop skills in music: vocal, interpretative, and reading.

Objectives	Measures
2.14 Use appropriate clefs.	2.14.1 Demonstrate in performance, ability to read music in either the treble or bass clef as appropriate to the voice.
2.15 Recognize the key of the work being studied.	2.15.1 Use recognition of key and key signature to determine pitch relationships.
2.16 Incorporate symbols and markings into reading process.	2.16.1 Demonstrate in performance, ready response to musical symbols and expression marks in the score.
2.17 Relate the parts of the score into the whole.	2.17.1 Demonstrate in performance, relation of part with accompaniment and other parts.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 4 Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history/literature, theory, and terminology.

Objectives		Measures	
3.1	Sing choral literature from each of the major style periods.	3.1.1	Demonstrate in performance a knowledge of choral literature from the Renaissance, Baroque, Classical, Romantic, Modern, and Contemporary periods.
		3.1.2	Describe significant differences in the music of each of these periods.
		3.1.3	Verbalize understandings of composers, styles, and historical backgrounds of compositions studied.
3.2	Relate appropriate choral tone to period of composition.	3.2.1	Demonstrate a clear concept of desirable vocal quality and the ability to make sound critical judgments about vocal music in general.
3.3	Sing all types of choral repertoire.	3.3.1	Demonstrate in performance the ability to sing folk songs, Latin masses and motets, madrigals, spirituals, seasonal numbers, works in foreign languages, novelties, popular and musical comedy songs, etc.
3.4	Sing music of both large and small ensembles.	3.4.1	Demonstrate knowledge of music for small ensembles of varied groupings.

Skills/Subject Area: Choral Music

COMPETENCY GOAL 3: The learner will develop a knowledge of music: history, literature, theory, and terminology.

Objectives	Measures
3.5 Understand major and minor scales and key signatures.	3.5.1 Demonstrate in performance a ready awareness of key and orientation of piece to the appropriate scale.
3.6 Understand rhythm patterns.	3.6.1 Demonstrate in performance ready a ability to perform complex rhythm patterns occurring in literature studied.
3.7 Understand form.	3.7.1 Apply understanding of form to compositions studied to shape interpretation according to significant elements.
3.8 Understand harmony.	3.8.1 Apply understanding of harmony to part singing to maintain intonation, balance, and blend as well as to aid interpretation.
3.9 Know appropriate terms used in music studied.	3.9.1 Recognize and use appropriately terms related to tempo and dynamics.
	3.9.2 Make proper use of terms related to design in music.
	3.9.3 Make appropriate use of terms directing musical expression.

GENERAL MUSIC GRADES 9-12

Major Emphases

General music at the secondary level builds on the knowledge, concepts, and skills of the elementary general music program. Competencies for this course are designed to achieve that end, carrying it in the direction of the student as future producer, appreciator, and/or consumer. Study in this area will provide the general student a broad perspective on music to aid in shaping her/his future interests.

Six broad areas constitute the basis for this course of study: (1) development of a critical understanding of major types of music; (2) appreciation of music as a fine art form; (3) understanding varied cultures through music; (4) perception of music as a vital element of emotional expression; (5) discovery of areas in music for personal involvement; and (6) skills needed in making informed judgments as consumer and producer.

The development of a critical understanding of major types of music focuses on both contemporary and traditional music. Study of contemporary music emphasizes the knowledge of and ability to distinguish between varied stylistic differences in rock, popular, jazz, and serious music. Traditional music includes identification of varied elements of the folk style and a knowledge of classical music. An appreciation of music as a fine art form involves the identification of specific roles of the arts in society, a study of the values on which music and the arts are based, and an awareness of the broad scope of the art of music.

The approach to understanding of varied cultures through music begins with the United States. This includes the importance of music in the black culture; cultural values contributing to Hispanic music; and in the music of the American Indian, the reflection of nature and the total influence of all cultural elements. A similar approach is utilized in the examination of world musics.

Development of a perception of music as a valuable element for emotional expression grows out of an awareness of the need for positive avenues for this expression, the variety of emotional outlets acceptable to society, and a knowledge of specific ways in which music can provide for this outlet. Coupled with this study is an investigation into the broad range of possibilities for personal involvement in music, and the ability to relate musical expressions to the student's own perceived personal needs.

To aid the student in making informed judgments as a musical consumer and/or producer, this course of study focuses on both electronic equipment and the purchase and maintenance of musical instruments. In the electronic realm, the learner is helped to become aware of the specific components involved in both audio and video recording and playback. A correlate part of this study is an investigation into the various types of plugs, jacks, and cables required to interconnect this equipment, the need for impedance matching in these connections, and the significance of stated wattages in input and output. The study of musical instruments includes categorization of the significant differences in types of vertical and sizes of grand pianos, significant differences between acoustic and electric guitars and varied models and features of each, and the varied categories and features of band and orchestral instruments.

The content in the competency descriptions may be applied in the curriculum as a single overview course or may be approached through a number of individual course applications designed to examine these areas in greater depth.

General Music Outline (selected competencies, grades 9-12)*

1. Critical understanding of major types of music
    - 1.4 Distinguish between contemporary examples of serious music and other current styles (contemporary).
    - 1.5 Distinguish varied elements of folk style (traditional).

2. Appreciation of music as a fine art form
    - 2.1 Identify specific roles of the arts in human society (role of the arts).
    - 2.2 Recognize the values on which the arts are based (values).
    - 2.3 Express an awareness of the broad scope of art music (breadth of the arts).

3. Understanding of varied cultures through music
    - 3.1 Relate the importance of music in the Black culture (United States).
    - 3.4 Identify elements of each particular culture which influenced the development of music in Europe, Africa, the Near East, India, and the Far East (world cultures).

4. Music as a vital element of emotional expression
    - 4.1 Demonstrate an awareness of the need for positive avenues for emotional expression (emotional expression).
    - 4.3 Indicate awareness of specific expressions through music (emotional expression).

5. Areas in music for personal involvement
    - 5.1 Indicate a broad range of possibilities for personal musical involvement (possibilities).
    - 5.2 Be aware of relation of musical expressions to own personal needs (possibilities).

6. Skills in making informed judgments as consumer and producer
    - 6.1 Indicate awareness of specific components of recording/playback equipment (electronic equipment).
    - 6.6 Indicate awareness of differences in types and styles of instruments (musical instruments).

* Only selected competencies, those most representative of objectives at a particular grade or skill level have been included in this outline. The numbers correspond to objectives in the North Carolina Competency-Based Curriculum.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 1: The learner will develop a critical understanding of major types of music: contemporary and traditional.

Objectives		Measures	
1.1	Distinguish between varied styles of rock music.	1.1.1	Identify on hearing examples of hard rock, folk rock, and others.
1.2	Distinguish between varied styles of popular, country, soul, and gospel music.	1.2.1	Identify on hearing examples of varied styles of popular music.
1.3	Distinguish between varied styles of jazz such as dixieland, swing, and "cool."	1.3.1	Identify on hearing varied examples of jazz performances.
1.4	Distinguish between contemporary examples of serious music and other current styles.	1.4.1	Identify examples of contemporary serious music on hearing.
1.5	Distinguish varied elements of folk style.	1.5.1	Verbalize on nature of folk music and identify varied styles of performance.
1.6	Demonstrate knowledge of traditional classical music.	1.6.1	Verbalize about forms, styles, composers, and selections from literature.
		1.6.2	Identify specific selections upon hearing.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 2: The learner will appreciate music as a fine art form: role of the arts, values, and breadth of the arts.

Objectives		Measures	
2.1	Identify specific roles of the arts in human society.	2.1.1	Verbalize about the significance of the arts and need for them in society.
2.2	Recognize the values on which the arts are based.	2.2.1	Verbally compare the values on which art music is based and those of pop-rock music.
2.3	Express an awareness of the broad scope of art music.	2.3.1	Compare verbally, and illustrate with selected examples, the breadth of art music.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 3: The learner will understand United States and world cultures through music.

Objectives	Measures
3.1 Relate the importance of music in the Black culture.	3.1.1 Verbalize on cultural influences contributing to the creation of music in the Black culture.
	3.1.2 Identify significant musical expressions on hearing (e.g., blues, rap, gospel).
3.2 Identify cultural values contributing to music in Hispanic cultures.	3.2.1 Verbalize on significance of cultural influences on Hispanic music.
3.3 Demonstrate an awareness of the culture and music of the Anmerican Indians.	3.3.1 Identify significant elements of American Indian culture and relate them to the musical expressions of the American Indians.
3.4 Identify elements of each particular culture which influenced the development of music in Europe, Africa, the Near East, India, and the Far East.	3.4.1 Verbalize about and identify examples of cultural elements affecting the music of Europe, Africa, the Near East, India, and the Far East.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 4: The learner will understand music as a vital element of emotional expression.

Objectives		Measures	
4.1	Demonstrate an awareness of the need for positive avenues for emotional expression.	4.1.1	Verbalize about need for acceptable emotional expressions as well as problems with unexpressed ones.
4.2	Demonstrate an awareness of the need for a variety of emotional outlets acceptable to society.	4.2.1	Verbalize and illustrate socially acceptable modes of emotional expression, including musical ones.
4.3	Indicate awareness of specific expressions through music.	4.3.1	Demonstrate the use of music for expressing a variety of emotions.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 5: The learner will discover areas in music for personal involvement.

Objectives	Measures
5.1 Indicate a broad range of possibilities for personal musical involvement.	5.1.1 Describe and illustrate in detail a number of possibilities for involvement in music.
5.2 Be aware of relation of musical expressions to own personal needs.	5.2.1 Verbalize on needs for expression which can be met with music. 5.2.2 Use music for a variety of expressions.

ARTS EDUCATION
MUSIC EDUCATION

Grade Level: 9-12 Skills/Subject Area: General Music

COMPETENCY GOAL 6: The learner will develop skills in making informed judgments both as a consumer and a producer.

Objectives		Measures	
6.1	Indicate awareness of specific components of recording/playback equipment.	6.1.1	Identify and describe significant characteristics of turntables (i.e., automatic-manual, direct-drive vs. belt-drive).
		6.1.2	Identify and describe significant characteristics of amplifiers (i.e., wattage, kinds of input and output, jacks available for connection to other equipment).
		6.1.3	Identify and describe significant characteristics of speakers (i.e., frequency ranges, wattage, distortion, enclosures, crossover networks).
		6.1.4	Identify and describe significant characteristics of tape recorders and players (i.e., tape decks vs. recorders; cassette vs. open reel; recording characteristics of various brands of tape).
		6.1.5	Identify and describe significant characteristics of microphones (i.e., omni-directional vs. uni-directional; frequency response; high vs. low impedance; electret vs. condenser).

Skills/Subject Area: General Music

COMPETENCY GOAL 6: The learner will develop skills in making informed judgments both as a consumer and a producer.

Objectives		Measures	
6.2	Indicate awareness of varied types of plugs, jacks, and cables used to interconnect electronic equipment.	6.2.1	Identify and make proper connections using appropriate male and female phone, RCA, mini and sub-mini plugs, and jacks.
		6.2.2	Identify differences between and different uses of shielded and unshielded cables.
6.3	Indicate awareness of need to match impedance in connecting speakers, amplifiers, and microphones.	6.3.1	Demonstrate understanding of high and low impedance expressed in Ohm ratings. Make proper connections of demonstration equipment in regard to Ohm ratings.
6.4	Indicate awareness of significance of stated wattages in input and output.	6.4.1	Describe wattages of demonstration equipment in terms of input and output wattage related to audible volume.
		6.4.2	Demonstrate familiarity with use of audio equipment for recording and playback.
6.5	Indicate awareness of differences in video players and recorders.	6.5.1	Describe reasons for need to be aware of video tape formats (i.e., Beta vs. VHS).
		6.5.2	Demonstrate familiarity with use of video equipment for recording and playback.

Grade Level: 9-12

Skills/Subject Area: General Music

COMPETENCY GOAL 6: The learner will develop skills in making informed judgments both as a consumer and a producer.

Objectives	Measures
6.6 Indicate awareness of differences in types and styles of instruments.	6.6.1 Describe and identify significant differences in types of vertical pianos (i.e., spinet, console, studio, upright).
	6.6.2 Describe and identify significant differences in sizes of grand pianos (i.e., string length, sound board area, and materials used in construction).
	6.6.3 Describe and identify significant differences between acoustic and electric guitars and different uses of each, including varied features found on electric guitars.
	6.6.4 Describe and identify significant categories of band and orchestral instruments (i.e., student, professional) with features pertinent to each (i.e., differences in quality levels and component materials).

THEATRE ARTS

PURPOSE AND OVERVIEW

Theatre arts in the public school curriculum is multi-faceted. It serves to develop an understanding of the ideas, attitudes, beliefs, and feelings of people in different times throughout history as communicated through literature and theatre. In addition, it involves techniques for teaching and learning through developmental processes and activity-oriented methods. Furthermore, it assists in educating the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of all the theatre arts. Theatre arts activity includes the reading, viewing, preparing to perform, performing, directing, technical production, and writing of traditional and experimental theatrical forms. This activity involves students in the creative process and the practical application of theatre techniques as well as the intense study of what playwrights seek to convey and how this is intensified through theatrical production.

Students begin theatre arts with a sequence of creative activities beginning at the kindergarten level. Experiential learning where the student actually participates in speaking, moving, creating, doing, and evaluating activities helps develop the student's thinking and learning skills and promotes self-expression and the ability to interact with and be tolerant of others. Inherent in this process is the development of personal discipline, greater confidence, and the skills and ability to make decisions and to do critical thinking. Furthermore, students are placed in situations where creative abilities become apparent and must be used. This leads quite naturally to situations where they begin to realize their creative potential and are able to experiment with their abilities in a teacher-created and controlled, nonthreatening atmosphere. In the later years, students begin to apply and put into practice the knowledge, skills, and abilities already acquired through creative dramatics. There is greater focus on theatre arts as an art form comprised of many different areas for study, each having its own body of knowledge and skills. The collaboration among performers, staff, and technicians necessary to produce theatre production becomes apparent. In keeping with this diversity, students have the opportunity to participate and study in a variety of different areas and in different ways through course selection at the high school level.

Because of the broad base of knowledge and skills involved in theatre arts, experiences and learning must evolve in a sequential manner. Each area of study in theatre arts must be developed in this logical way in order for students to be able to understand and participate to the best of their ability at each ensuing level of understanding and refinement.

The skills of observation and presentation are taught and utilized by students throughout the study of theatre arts and, as these skills are mastered, they become a means of learning virtually any subject matter in a more dynamic way. Conversely, students so equipped can comprehend the meaning of the world around them as that world is presented in real life or theatrical versions on stage.

COURSE OF STUDY

K-8 Creative Dramatics
9-12 Theatre Arts I Theatre Arts II Technical Theatre I

The theatre arts competency-based curriculum:

- is designed for statewide use.
- is not correlated with any textbook and does not restrict the use of any relevant textbook or program materials.
- encourages the development of a series of offerings suitable to varied student abilities.
- provides for flexibility in local curriculum development.

Many school districts do offer other electives appropriate to this instructional area, though not a part of the State-funded education program. Such electives may include: Technical Theatre II, Introduction to Theatre, Acting I, Advanced Acting, Directing, and Theatre History.

GRADES K-3

Major Emphases

Theatre arts at the elementary level focuses on three major areas of growth: the unfolding of creative capacities, the development of knowledge and skills relating to creative drama, and the evolution of aesthetic awareness.

In the K-3 years, importance is placed on helping children feel capable and free to become involved in classroom dramatics activities. A reasonable attempt at trying to follow through with the process and complete the activity is considered to be the measure of success. For example, a concerted attempt at doing a pantomime is more important than how realistic or accurate the actual pantomime may appear to be. Much of the work done at this level is related to helping children interact in a socially productive way with peers. As this pattern of interaction becomes easier and more routine, it serves as a vehicle through which much valuable learning takes place. More highly developed skills and understandings are later built on this base.

In these early years, children begin to recognize that the ability to produce vocal sounds and use body movement are two major ways in which we communicate. In addition, listening, risk-taking, observing, concentrating, following directions, and controlled verbal or physical responses are all encouraged through participation in creative drama activities.

During this time, the creative, cognitive, and aesthetic emphases are approached in drama through various avenues and the innate dramatic skills are fostered and refined. Events which take place in the home provide prime acting situations, while school occurrences, holidays, and stories read in class serve to expand the repertory. Creative drama is used as a teaching tool along with pantomime, role playing, improvisation, movement exercises and exploration, sense awareness exercises, characterization, group theatre games, and other similar activities.

Natural talents are sharpened at this point through creative dramatics activities and directed toward transmitting to others with skill and confidence the characteristics and feelings of familiar animals, objects, people, and situations. The entire scope of the program leads to the development of observation, communication, and the capacity to work together.

Grade K Outline

1. Develop confidence by participating in simple creative drama activities.

    1.1 Display an increased awareness of surroundings.

    1.2 Display an increased awareness of the concept of characterization.

    1.3 Display an increased awareness of role playing.

    1.4 Display a greater understanding of feelings and emotions.

    1.5 Develop and demonstrate an understanding of sequence.

    1.6 Develop basic concepts of creative drama skills.

    1.7 Know that the body talks without the use of words.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: K Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will develop confidence by participating in simple creative drama activities.

Objectives	Measures
1.1 Display an increased awareness of surroundings.	1.1.1 Give appropriate verbal or physical responses to real or imaginary suggestions relating to the five senses when spoken or provided by the teacher.
	1.1.2 Pantomime either real or imagined objects or activities using her/his body and/or imaginary items as directed by the teacher.
	1.1.3 Pretend and pantomime appropriate activities for different types of personages or animals in a variety of different environments and situations as guided by the teacher.
	1.1.4 Use a variety of different objects in different ways as suggested by the teacher.
1.2 Display an increased awareness of the concept of characterization.	1.2.1 Assume or imitate the basic characteristics of real or imaginary characters or animals in various situations as suggested by the teacher.
1.3 Display an increased awareness of role playing.	1.3.1 Participate in simple role playing situations of a realistic or fictional nature as suggested by the teacher.
1.4 Display a greater understanding of feelings and emotions.	1.4.1 Give the appropriate verbal or physical responses relating to feelings and emotions when asked a question or put in an imaginary situation by the teacher.

Grade Level: K

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will develop confidence by participating in simple creative drama activities.

Objectives	Measures
1.5 Develop and demonstrate an understanding of sequence.	1.5.1 Pantomime or relate verbally, and with some accuracy, the correct sequence of happenings in an event or story as related by the teacher.
1.6 Develop basic concepts of creative drama skills.	1.6.1 Demonstrate the ability to stop and listen when given the designated sign by the teacher.
	1.6.2 Develop simple costumes and sets for creative play either by choosing appropriate items or making them.
	1.6.3 Demonstrate increasing integrity while doing dramatic activities involving individuals or group participation.
	1.6.4 Quietly observe, for short periods of time, others involved in creative drama activities.
1.7 Know that the body talks without the use of words.	1.7.1 When suggested by the teacher, communicate an animate or inanimate object with physical gestures only.
	1.7.2 When suggested by the teacher, communicate a feeling or emotion with physical gestures only.
	1.7.3 When suggested by the teacher, relate a simple happening or situation with physical gestures only.

Grade 1 Outline

1. Continue to develop confidence in participating in creative drama activities while beginning to learn the necessary skills.

    1.1 Develop an understanding of creative drama as an observation and participation activity.

    1.2 Use more verbal expression in doing creative drama activities.

    1.3 Understand the importance of cooperative effort in dramatics.

    1.4 Physically or verbally respond with greater confidence and spontaneity.

    1.5 Demonstrate an understanding that following directions is a necessary and important part of participating in creative drama.

    1.6 Demonstrate an awareness of controlled movement in action situations.

    1.7 Demonstrate an attempt to achieve authenticity in creative drama whether it be verbal or nonverbal.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 1 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will continue to develop confidence by participating in creative drama activities while beginning to learn the necessary skills.

Objectives	Measures
1.1 Develop an understanding of creative drama as an observation and participation activity.	1.1.1 Describe creative drama activities done by others.
	1.1.2 Relate observations about animate and inanimate objects.
	1.1.3 Demonstrate appropriate behavior when being part of an audience.
	1.1.4 Show a desire to participate in, and contribute to, creative drama activities in some way.
1.2 Use more verbal expression in doing creative drama activities.	1.2.1 Use simple dialogue in creative drama activities.
	1.2.2 Verbalize her/his ideas and feelings about creative drama activities.
	1.2.3 Use verbal description to communicate in creative drama activities.
	1.2.4 Verbally contribute in storytelling activities.
1.3 Understand the importance of cooperative effort in dramatics.	1.3.1 Respond positively to accomplishing a task as part of a group.
	1.3.2 Assume different roles in various types of creative drama activities.
	1.3.3 Offer individual ideas and suggestions for drama activities.
	1.3.4 Respond appropriately to teacher-designed rules for creative drama activities.

Grade Level: 1

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will continue to develop confidence by participating in creative drama activities while beginning to learn the necessary skills.

Objectives	Measures
1.4 Physically or verbally respond with greater confidence and spontaneity.	1.4.1 Demonstrate a willingness to follow creative drama suggestions given by the teacher.
	1.4.2 Volunteer to physically or verbally participate on an individual basis.
1.5 Demonstrate an understanding that following directions is is a necessary and important part of participating in creative drama.	1.5.1 Follow teacher-given suggestions for individual creative play to the best of her/his ability.
	1.5.2 Follow teacher-given suggestions for group creative play to the best of her/his ability.
	1.5.3 Sit quietly, listen, and contribute to the planning and organization of a creative drama session.
1.6 Demonstrate an awareness of controlled movement in action situations.	1.6.1 Stop creative play movement when the teacher gives the established command or signal.
	1.6.2 Move in creative dramatics activities in a purposeful and disciplined manner.
	1.6.3 Respond to directions which speed up or slow down the movement during an activity.
	1.6.4 Express an idea or concept through the use of meaningful movement, individually, and as part of a group.

Grade Level: 1

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will continue to develop confidence by participating in creative drama activities while beginning to learn the necessary skills.

Objectives	Measures
1.7 Demonstrate an attempt to achieve authenticity in creative drama whether it be verbal or nonverbal.	1.7.1 Choose and act out an action or scene which is familiar and can be recreated believably, alone, in twos, or in a group.

Grade 2 Outline

1. Continue to develop confidence in visual and verbal communication while participating in creative drama activities.

    1.1 Create and use simple dialogue in creative drama activities.

    1.2 Create and do simple creative drama activities that involve pantomime.

    1.3 Physically and verbally improvise simple creative drama activities.

    1.4 Recognize personal and individual differences through self and group expression.

    1.5 Develop and demonstrate more advanced listening or observing skills during creative play.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 2 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will continue to develop confidence in visual and verbal communication while participating in creative drama activities.

Objectives	Measures
1.1 Create and use simple dialogue in creative drama activities.	1.1.1 Participate in short scenes or dramatic activities that involve the use of simple improvised dialogue.
	1.1.2 Memorize short sections of dialogue and then recite them from memory in dramatic play activities.
	1.1.3 Plan and write simple dialogue for short dramatic skits.
1.2 Create and do simple creative drama activities that involve pantomime.	1.2.1 Plan and do or direct simple pantomimes.
	1.2.3 Create and act out imaginary or fantasy characters by her/himself.
	1.2.4 Pantomime in a more serious, believable, and realistic manner.
	1.2.5 Scrutinize pantomimes and offer positive suggestions.
1.3 Physically and verbally improvise simple creative drama activities.	1.3.1 Improvise physically and/or verbally simple ideas or skits as suggested by the teacher, her/himself, or other students.

Grade Level: 2

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will continue to develop confidence in visual and verbal communication while participating in creative drama activities.

Objectives	Measures
1.4 Recognize personal and individual differences through self and group expression.	1.4.1 Verbally and/or physically act out stereotypes.
	1.4.2 Describe differences between people or objects.
	1.4.3 Discern and relate some of the different ways various people react and act to the same idea or situation.
1.5 Develop and demonstrate more advanced listening or observing skills during creative play.	1.5.1 Remain quiet, listen, and/or observe for extended periods of time during creative drama activities.
	1.5.2 Listen and/or observe in order to relate what has happened or been said in dramatic play activities with some accuracy.
	1.5.3 Listen and repeat short phrases of dialogue with the correct meaning and interpretation.
	1.5.4 Listen to music or other similar sounds and react according to the guidance of the teacher.

Grade 3 Outline

1. Develop concepts of human differences while participating in more advanced creative drama activities.

    1.1 Know and understand drama as a human experience.

    1.2 Demonstrate varying degrees of word meanings and an understanding of other's perceptions of what is said through creative drama.

    1.3 Develop and use with others a basic vocabulary in relation to creative drama.

    1.4 Show a willingness to make decisions and accept responsibility in drama activities.

    1.5 Employ the concepts of time, space, and action in creative drama.

    1.6 Understand and demonstrate that sharing and being flexible, on both an individual and group basis, is important in creative drama.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 3 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to develop concepts of human differences while participating in more advanced creative drama activities.

Objectives	Measures
1.1 Know and understand drama as a human experience.	1.1.1 Participate in creative drama activities that deal with human conflict, problems, and emotions.
	1.1.2 Express her/his feelings about being involved in different types of creative drama activities either in writing or verbally.
	1.1.3 Express her/his feelings and impressions after observing a creative drama project either in writing or verbally.
1.2 Demonstrate varying degrees of word meanings and an understanding of others' perceptions of what is said through creative drama.	1.2.1 Speak the same words or phrase in order to show different interpretations.
	1.2.2 Verbally interpret the same dialogue in order to show different interpretations.
1.3 Develop and use with others a basic vocabulary in relation to creative drama.	1.3.1 Know and define and give examples of basic words used in creative drama such as "pantomime", "mask", "action", and "costume".

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to develop concepts of human differences while participating in more advanced creative drama activities.

Objectives	Measures
1.4 Show a willingness to make decisions and accept responsibility in drama activities.	1.4.1 Offer suggestions for proceeding in dramatic improvisations.
	1.4.2 Choose a way of proceeding in dramatic play and follow through.
	1.4.3 Take risk and accept responsibility for her/his actions in dramatic play.
	1.4.4 Help make group decisions and follow through with the group effort.
1.5 Employ the concepts of time, space, and action in creative drama.	1.5.1 Complete a creative drama planning or doing activity in a designated amount of time.
	1.5.2 Relate the passing of time or time changes in creative play situations in a variety of different ways.
	1.5.3 Demonstrate an awareness of space by being able to do creative drama pantomimes or improvisations that involve the use of different amounts of space.
	1.5.4 Use a given space in different ways and for different purposes under the guidance of the teacher.
	1.5.5 Respond during dramatic play to a motivation by doing a series of improvised actions.

Grade Level: 3

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to develop concepts of human differences while participating in more advanced creative drama activities.

Objectives		Measures	
1.6	Understand and demonstrate that sharing and being flexible, on both an individual and group basis, is important in creative drama.	1.6.1	Change with ease roles or tasks during creative play.
		1.6.2	Share ideas and give positive feedback to others during drama activities.
		1.6.3	Encourage others to share, take risks, and give positive feedback during dramatic play.
		1.6.4	Take constructive criticism and act or react in a positive way.

GRADES 4-6

Major Emphases

Theatre arts at the intermediate level continues the emphases begun at the K-3 period on creativity, development of cognitive capacities and skills, and a growing development of the aesthetic sense.

In contrast to the K-3 years, where importance is placed on establishing basic patterns of interaction, the emphasis in grades 4-6 is on developing greater awareness and more specific capabilities. Innate dramatic skills fostered earlier now begin to mature. With widening student horizons, skills in visual and verbal communication, and creative and critical thinking are expanded and refined through more complex and demanding individual and group creative dramatics activities. These skills, along with some basic acting and technical theatre skills and knowledge relative to theatrical presentation, are fostered through activities and presentations. Presentations, however, should never be the primary goal, nor should they place students in intimidating situations; instead, they should be an outgrowth of creative dramatics activities and presented as a sharing activity rather than as a polished theatrical production.

At this level, the creative, cognitive, and aesthetic emphases are developed through broadening avenues. Students are given more individual responsibility and are encouraged to contribute ideas, make decisions, and provide direction to others in controlled situations. A more elaborate approach to the theatrical appearance of presentations is encouraged through the use of simple masks, scenery, costumes, and makeup. The ability to sort out, understand, and convey to others through voice, movement, and facial expression ideas, feelings, and conceptions of a wide variety of events, situations, and stories is nurtured through practice.

Grade 4 Outline

1. Exercise discipline in more structured, individual, and group drama activities while continuing to develop creative drama skills through teacher-guided activities.

    1.1 Demonstrate a greater ability to concentrate on a specific creative drama task for a substantial period of time.

    1.2 Participate in simple choral reading activities.

    1.3 Participate in simple, short individual dramatic reading activities.

    1.4 Display the ability to use appropriate vocal projection and clarity in creative drama activities.

    1.5 Be confident with participating in pantomime or improvisational projects.

2. Become involved in simple technical theatre activities.

    2.1 Help produce simple scenery, props, costumes and/or makeup for creative drama activities.

    2.2 Assume duties relating to the technical aspects of doing a dramatic activity.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 4 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to exercise discipline in more structured,individual, and group drama activities while continuing to develop creative drama skills through teacher-guided activities.

Objectives	Measures
1.1 Demonstrate a greater ability to concentrate on a specific creative drama task for a substantial period of time.	1.1.1 Spend adequate time to plan a pantomime, an improvisation, or other drama activity as suggested by the teacher.
	1.1.2 Use the time given by the teacher to think about or prepare a specific creative drama assignment.
1.2 Participate in simple choral reading actvities.	1.2.1 Explain how voices are grouped for choral reading and what four script patterns can be used in choral reading.
	1.2.2 Help analyze the reading with the guidance of the teacher.
	1.2.3 Rehearse and present a simple choral reading under the guidance of the teacher.
1.3 Participate in simple, short, individual dramatic reading activities.	1.3.1 Select material for a reading.
	1.3.2 Rehearse a reading with guidance from the teacher or others.
	1.3.3 Use the correct expression and handle the manuscript in a proper manner during a dramatic reading.
1.4 Display the ability to use appropriate vocal projection and clarity in creative drama activities.	1.4.1 Speak so as to be heard and understood in a variety of different spaces and situations.

Grade Level: 4

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to exercise discipline in more structured, individual, and group drama activities while continuing to develop creative drama skills through teacher-guided activities.

Objectives	Measures
1.5 Be confident with participating in pantomime or improvisation projects.	1.5.1 Conceive, plan, and present a pantomime or improvisation by her/himself to others.
	1.5.2 Prepare others to present a small group pantomime or improvisation of her/his own design.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 4 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will become involved in simple technical theatre activities.

Objectives	Measures
2.1 Help produce simple scenery, props, costumes, and/or makeup for creative drama activities.	2.1.1 Choose, or help make an item or part of an item for use in dramatic activities.
	2.1.2 Under guidance of the teacher, plan or design an item for use in dramatic activities.
2.2 Assume duties relating to the technical aspects of doing a dramatic activity.	2.2.1 With guidance of teacher, be responsible for seeing that some aspect of technical production is accomplished.

Grade 5 Outline

1. Develop individual responsibility while participating in creative drama activities.

    1.1 Demonstrate basic skills appropriate for being in the decision making role.

    1.2 Demonstrate the ability to do creative thinking on an individual basis in creative drama activities.

    1.3 Do simple sensory recall exercises.

    1.4 Illustrate the use of "who, when, where" to plan dramatic interpretation.

    1.5 Participate in more demanding improvisations or other creative drama activities.

2. Be involved in simple technical theatre activities.

    2.1 Help produce simple scenery, props, costumes, and/or makeup for creative drama activities.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 5 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to develop individual responsibility while participating in creative drama activities.

Objectives	Measures
1.1 Demonstrate basic skills appropriate for being in the decision-making role.	1.1.1 When given the opportunity in creative drama activities, make a decision concerning her/his role or action and act this decision out.
	1.1.2 When given the opportunity, make a decision that concerns a group which is plausible and possible.
	1.1.3 When given the opportunity, make a choice, or help a group to make a choice.
	1.1.4 Under the guidance of the teacher, lead others in acting out a creative drama.
1.2 Demonstrate the ability to do creative thinking on an individual basis in creative drama activities.	1.2.1 Respond to creative drama suggestions with a physical and/or verbal response of her/his own design.
1.3 Do simple sensory recall exercises.	1.3.1 Reenact, physically and/or verbally, simple and nonthreatening real-life experiences or situations from memory.
1.4 Illustrate the use of "who, what, when, where" to plan dramatic interpretation.	1.4.1 Plan and act out or lead others to act out a simple creative drama presentation that makes the who, what, when, and where of the situation clear.

Grade Level: 5

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to develop individual responsibility while participating in creative drama activities.

Objectives	Measures
1.5 Participate in more demanding improvisations or other creative drama activities.	1.5.1 Play out an extended group drama with desire and resolution under the guidance of the teacher.
	1.5.2 Act out, with intent, simple stories or plots developed by students or teacher.
	1.5.3 On her/his own, begin to show changes in moods, attitudes, character, or atmosphere, both physically and verbally, while playing out dramas.
	1.5.4 Dramatize "everyday" school subjects effectively.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 5 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will be involved in simple technical theatre activities.

Objectives	Measures
2.1 Help produce simple scenery, props, costumes, and/or make-up for creative drama activities.	2.1.1 Choose, or help make an item or part of an item for use in dramatic play.
	2.1.2 Under guidance of the teacher, plan or design an item for use in dramatic play.
	2.1.3 With guidance of teacher, be responsible for seeing that some aspect of technical production is accomplished.

Grade 6 Outline

1. Develop confidence in personal powers of observation and understanding while participating in creative drama activities.

    1.1 Recognize, understand, and use more advanced vocabulary in drama activities such as plot (beginning, conflict, resolution, ending, tragedy, comedy, theme, dialogue, and monologue).

    1.2 Perceive implications and draw inferences during creative drama activities.

    1.3 Demonstrate basic critical thinking skills in drama activities.

    1.4 Have an understanding of and the ability to do easy stage movement and speech.

    1.5 Demonstrate the ability to improvise scenes involving conflict of her/his own making.

    1.6 Participate in simple, improvised, theatrical productions based on original or literary material, planned and presented by the class or groups.

2. Know and understand that theatre arts involves many different activities and skills.

    2.1 Participate in some of the different aspects of theatrical production.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 6 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will develop confidence in personal observation and understanding while participating in creative drama activities.

Objectives	Measures
1.1 Recognize, understand, and use more advanced vocabulary in drama activities such as plot (beginning, conflict, resolution, ending), tragedy, comedy, theme, dialogue, and monologue.	1.1.1 Recall and use appropriate vocabulary when talking about various aspects of drama.
	1.1.2 Give basic definitions and and provide simple examples of terms learned during creative drama activities.
1.2 Perceive implications and draw inferences during creative drama activities.	1.2.1 When questioned by the teacher about a dramatic play situation, propose actions to be taken, decisions to be made, and/or ideas or attitudes to be considered based on her/his understanding of what has already happened in dramatic play.
1.3 Demonstrate basic critical thinking skills in drama activities.	1.3.1 Evaluate and critique her/his own work in a positive manner.
	1.3.2 Offer positive suggestions for improving or enhancing the performance of her/his own group in creative play situations.
	1.3.3 Through discussion, show that s/he can make a distinction between different interpretations of the same creative drama idea or activity.

Grade Level: 6

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will develop confidence in personal powers of observation and understanding while participating in creative drama activities.

Objectives	Measures
1.4 Have an understanding and the ability to do easy stage movement and speech.	1.4.1 Observe, remember, and replicate simple stage movement given by the teacher or others.
	1.4.2 Maintain visibility and vocal projection that demonstrates a sensitivity to communicating with observers.
1.5 Demonstrate the ability to improvise scenes involving a conflict of her/his own making.	1.5.1 Tell a simple, original story of her/his own without assistance.
	1.5.2 Pantomime an improvised story or situation on his or her own.
	1.5.3 With the help of the teacher, plan with others and act out, using words and actions, a believable short scene or story based on everyday life or on literature.
1.6 Participate in simple, improvised, theatrical productions based on original or literary material, planned and presented by the class or groups.	1.6.1 Under the guidance of the teacher, help create a sequence of improvised scenes that tell a story.
	1.6.2 Work independently in small groups to create actions, dialogue, and details of each scene.
	1.6.3 Act in the final drama presentation resulting from prior planning.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 6 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will begin to know and understand that theatre arts involves many different activities and skills.

Objectives		Measures	
2.1	Participate in some of the different aspects of theatrical production.	2.1.1	Help the teacher or others construct scenery or props for a drama activity.
		2.1.2	Help the teacher or others make simple costumes for a drama activity.
		2.1.3	Operate simple lighting or sound equipment, if available, for a drama presentation or activity.
		2.1.4	If able, play a musical instrument when appropriate for a drama activity or presentation.
		2.1.5	Take part in accomplishing any other technical aspects necessary for a drama presentation.

GRADES 7-8

Major Emphases

The theatre arts program at this level continues to build on and refine the creative capacities, knowledge, skills, and aesthetic developments of previous years. At this stage, additional emphasis is placed on theatre arts skills, augmented with a continuation of creative dramatics. Appropriate vocabulary, an increased emphasis on acting and directing skills, and the reading, viewing, and writing of dramatic literature is cultivated.

Growing differences in abilities and interests characterize students at this age and, for this reason, provision is made for individual emphasis by assigning the student special projects or by placing the her/him in various leadership roles. A broad emphasis for the junior high program is to help students to use drama more discriminatingly and productively in daily living and, as participant or viewer, to incorporate it into their lives. Students should come to perceive theatre as a means of pleasure and a way of communication, motivation, and learning. Theatre should become a part of the students' experience of life as a whole.

In the middle/junior high school years, the creative, cognitive, and aesthetic emphases are developed through continually broadening applications. Common terminology of technical theatre, acting, directing, and playwrighting becomes familiar. There is greater involvement with reading, writing, and performing scripts through which students are able to refine and practice performing skills. Students are encouraged to assist a teacher/director to guide and accomplish creative efforts of fellow students, and the significance of the individual as well as group effort is stressed.

Grade 7 Outline

1. Display initiative while continuing to participate in creative drama activities.

    1.1 Know and understand the importance of physical skills and conditioning exercises appropriate for preparation to perform.

    1.2 Develop a realistic or nonrealistic character for use in a scene or individual presentation.

    1.3 Plan and present effectively structured dramatic situations.

    1.4 Demonstrate very simple, basic acting skills.

    1.5 Be involved in readers theatre activities.

    1.6 Offer mutual support and understanding to peers during drama activities.

2. Distinguish between the different technical theatre areas and the particular knowledge and skills necessary to work in those areas.

    2.1 Know and demonstrate an understanding of what tasks different technical theatre crews perform.

    2.2 Continue to learn skills necessary to be involved in technical theatre activities.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 7 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to display initiative while continuing to participate in creative drama activities.

Objectives	Measures
1.1 Know and understand the importance of physical skills and conditioning exercises appropriate for preparation to perform.	1.1.1 Prepare for performing in group creative drama presentations by doing warm-up exercises together.
	1.1.2 Do warm-up exercises, on an individual basis, in preparation for her/his particular performance.
1.2 Develop a realistic or nonrealistic character for use in a scene or individual presentation.	1.2.1 Portray a realistic or nonrealistic character in a drama presentation using her/his own ideas and any other resources available.
1.3 Plan and present effectively structured dramatic situations.	1.3.1 Independently, or with others, write or outline in verbal or written form a short scene or play that is sequential and logical for presentation.
	1.3.2 Plan and do a presentation from a printed script either individually or as part of a group.

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to display initiative while continuing to participate in creative drama activities.

Objectives	Measures
1.4 Demonstrate very simple, basic acting skills on stage.	1.4.1 Understand motivation and move on stage when given direction in simple theatrical terms such as "cross up stage."
	1.4.2 Demonstrate the basic sitting, kneeling, and standing positions used by actors.
	1.4.3 With sensitivity for an audience, know how and adjust physically and vocally in order to be seen and heard in an appropriate manner.
	1.4.4 As a performer, display with authenticity the semblance of some basic emotions as part of a drama presentation to others.
	1.4.5 Demonstrate a basic understanding of the voice as a communicative instrument by adjusting pitch, volume, and tone to suit a character being portrayed.
	1.4.6 Use simple properties with credibility.
1.5 Be involved in readers theatre activities.	1.5.1 Select or help select material for readers theatre projects.
	1.5.2 Help plan and organize a readers theatre presentation.
	1.5.3 Cooperate and maintain discipline while rehearsing the various aspects of readers theatre performance such as eye focus, movement, vocal variety, etc.

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will begin to display initiative while continuing to participate in creative drama activities.

Objectives	Measures
1.6 Offer mutual support for and understanding to peers during drama activities.	1.6.1 Help others achieve their goals and objectives in creative drama activities or presentations.
	1.6.2 Compliment others for attempting or achieving a task in any drama activity.
	1.6.3 Show respect for others' contributions and work during the process of planning, performing, and/or producing a drama presentation.
	1.6.4 Recognize and accept that different personal backgrounds and abilities affect how others will think and act during dramatics activities.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 7 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will begin to distinguish between the different technical theatre areas and will acquire the particular knowledge and skills necessary to work in those areas.

Objectives	Measures
2.1 Know and demonstrate an understanding of what tasks are performed by different technical theatre crews.	2.1.1 Identify and explain the purposes of various technical crews.
	2.1.2 When appropriate, consult with and show respect for those people and crews assigned to a specific task which s/he must become involved with, such as interaction between an actor and property crew.
2.2 Continue to learn skills necessary to be involved in technical theatre activities.	2.2.1 When possible, assume different tasks in various areas of technical theatre in order to develop basic skills in technical theatre such as sound, lighting, scenery, costuming, props, and makeup.

Grade 8 Outline

1. Become familiar with theatrical literature in order to interpret it for performance and to understand how it reflects life and the human condition.

    1.1 Know and understand drama as literature.

    1.2 Know and understand written scripts as dramas meant to be performed for an audience.

    1.3 Display an awareness that drama can help in the understanding of life situations and is a human reflection of the commonality of man.

2. Come to know, understand, and appreciate theatre as an art form, most often done by a group of people, which is personally demanding and involves many different kinds of knowledge, discipline, and skills.

    2.1 With an understanding that acting is believing, display pantomime techniques with precision and accuracy to the best of her/his ability.

    2.2 Display an awareness of techniques for extending situations in improvised dramatic play.

    2.3 Participate in creating and producing simple, original scripts.

    2.4 Analyze dramatic scenes for motivation and plan action accordingly.

    2.5 Understand the difference between real life actions and theatrical presentation of the same actions.

    2.6 Consciously use projection, articulation, variety, and timing to dramatize believably.

3. Understand how the different areas of technical theatre complement and complete the total concept of a theatrical presentation.

    3.1 Understand and demonstrate that coordination and collaboration in technical theatre activities are essential.

    3.2 Understand, apply, and utilize the fundamentals of technical theatre as an integral part of drama activities.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 8 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 1: The learner will become familiar with theatrical literature in order to interpret it for performance and understand how it reflects life and the human condition.

Objectives	Measures
1.1 Know and understand drama as literature.	1.1.1 Read scenes or plays selected by the teacher and/or student.
	1.1.2 Do research on the playwright and/or her/his works.
	1.1.3 Know and understand the basic format and types of structure used for writing down dramas.
	1.1.4 Analyze a script to determine the playwright's message and/or intent.
1.2 Know and understand written scripts as dramas meant to be performed for an audience.	1.2.1 Relate verbally or in writing how the written script might be done in performance.
	1.2.2 Write dialogue and stage directions appropriate for a script.
	1.2.3 Analyze a script to determine motivation of a character, directing possibilities, or production demands.
1.3 Display an awareness that drama can help in the understanding of life situations and is a human reflection of the commonality of man.	1.3.1 Discuss, verbally, or in writing, after reading or seeing a play, what can be learned or what conclusions can be drawn about our own existence from the play.
	1.3.2 After reading or seeing a play, discuss, verbally or in writing, how the various aspects of it may be related to ourselves and the way we act and react to the world we live in.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 8 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will come to know, understand, and appreciate theatre as an art form, most often done by a group of people, which is personally demanding and involves many different kinds of knowledge, discipline, and skills.

Objectives	Measures
2.1 With an understanding that acting is believing, display pantomime techniques with precision and accuracy to the best of her/his ability.	2.1.1 Create and do a pantomime which accurately communicates a believable intent through the use of perfected movements.
2.2 Display an awareness of techniques for extending situations in improvised dramatic play.	2.2.1 While participating in a scene, improvise new dialogue and actions in order to help an improvised scene develop in a logical manner beyond the initial situation established by the teacher or others.
	2.2.2 Create and become a character and involve her/himself in an improvised scene already in progress in such a way as to prolong the improvisation in a logical manner.
2.3 Participate in creating and producing simple, original scripts.	2.3.1 Create, or help create, dialogue stage directions, and character descriptions, e.g., for a short drama presentation.
	2.3.2 Assist in one or more aspects of producing an original script.

Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 2: The learner will come to know, understand, and appreciate theatre as an art form, most often done by a group of people, which is personally demanding and involves many different kinds of knowledge, discipline, and skills.

Objectives		Measures	
2.4	Analyze dramatic scenes for motivation and plan action accordingly.	2.4.1	Analyze an improvised scene or script to determine how s/he, as a character, will act and relate the findings verbally or in writing.
		2.4.2	Plan, and perform for others, the actions s/he has determined to be appropriate for a character.
2.5	Understand the difference between real life actions and theatrical presentation of the same actions.	2.5.1	Demonstrate when taking or giving stage direction that timing and placement must be of a determined and controlled nature.
2.6	Consciously use projection, articulation, variety, and timing in order to dramatize believably.	2.6.1	Consciously increase or decrease projection when speaking in different situations and spaces.
		2.6.2	Speak dialogue clearly and understandably during drama activities.
		2.6.3	Use basic good speaking techniques to portray a character in a believable manner during a drama presentation.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 8 Skills/Subject Area: Theatre Arts

COMPETENCY GOAL 3: The learner will understand how the different areas of technical theatre complement and complete the total concept of a theatrical presentation.

Objectives		Measures	
3.1	Understand and demonstrate that coordination and collaboration in technical theatre activities are essential.	3.1.1	Know and discuss with others the concept, work plan, and completion dates for the various phases of preparing a presentation.
		3.1.2	When working on one area of technical theatre, stay apprised of and discuss what way the other areas are achieving their tasks within the determined concept.
		3.1.3	Cooperate with others involved in production by exchanging information and sharing materials and equipment when appropriate or necessary.
3.2	Understand, apply, and utilize the fundamentals of technical theatre as an integral part of drama activities.	3.2.1	Discuss the needs and possibilities for a presentation at any given time during production. duction.
		3.2.2	Through intent, demonstrate the need to achieve the various aspects of technical theatre for each presentation as much as it is possible and plausible.
		3.2.3	When possible, make use of any aspect of technical theatre to enhance a presentation.

GRADES 9-12

Major Emphases

The creative, cognitive, and aesthetic emphases in high school theatre arts are realized both through individual courses and across a broad range of varied course offerings. Complete theatre skills are added at this level to provide study for those who wish to pursue one or more of the areas that constitute theatre arts. Knowledge of theatre literature and history is stressed. Knowledge and skill in technical theatre are taught while creative proficiencies in technical theatre as well as in performing are polished. Stage, vocal, and movement techniques are developed and cultivated for use in theatrical production and as a means of presenting oneself in everyday life situations.

At this level, interests in drama vary widely. Individual abilities and concerns will determine the direction pursued by each student. Because of this, courses in all phases of formal theatre, and the development of original designs and material, including new playscripts, are featured. Important segments of the program are acting, directing, playwriting, set construction and design, lighting, costuming, makeup, and other activities related to theatrical production and organization. Skills learned earlier are retained and perfected and an awareness of the career potential of theatre is developed, along with an appreciation and understanding of theatre as both an art form and as entertainment.

Theatre Arts I Outline

1. Develop a basic understanding and knowledge of the origins of theatre and of theatre as an outgrowth of world cultures and as a reflection of society.

    1.1 Know how theatre has evolved by first developing an understanding of twentieth-century theatre.
    1.2 Have an understanding of the origins of theatre and why theatre exists.
    1.3 Have an understanding that the attitudes, beliefs, and feelings of people in different cultures and in different times throughout history have been expressed through different types of theatre.

2. Develop a basic understanding and knowledge of theatre literature and history.

    2.1 Have a basic knowledge of theatre literature associated with the different historical periods from the Egyptians to the present.
    2.2 Have a basic knowledge of theatre literature associated with some of the major theatrical styles and/or cultures.
    2.3 Understand plays as literature that is meant to be performed, as well as read.

3. Develop the knowledge, skills, and ability to speak meaningfully and distinctly in theatrical presentation.

    3.1 Know and understand important terms used in relation to the production of sounds by the voice and the related body movements.
    3.2 Know and understand a variety of standard exercises used to improve clarity and variety in speech and related body movement.
    3.3 Speak appropriately in a variety of theatrical settings.
    3.4 Speak clearly and distinctly when speaking or performing in theatrical projects or presentations.

4. Develop the knowledge, skills, and ability to act in theatrical presentations.

    4.1 Display an awareness of the different methods and techniques used in developing a theatrical role.
    4.2 Demonstrate an awareness of how to prepare for a role.
    4.3 Know and understand the basic theatrical terminology used by actors and directors.
    4.4 Take direction and replicate it in performance.
    4.5 Use physical skills and conditioning exercises appropriately.

5. Do the basic types of theatrical makeup.

    5.1 Display knowledge and skills in makeup to achieve desired characterization.

6. Direct others in short theatrical performances.

    6.1 Acquire the knowledge and skills necessary to direct plays.

7. Write scripts for performance.

    7.1 Acquire the knowledge and skills necessary to write scripts suitable for performance.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 1: The learner will develop a basic understanding and knowledge of the origins of theatre and of theatre as an outgrowth of world cultures and as a reflection of society.

Objectives	Measures
1.1 Know how theatre has evolved by first developing an understanding of twentieth century theatre.	1.1.1 Through the study of contemporary plays, which use contemporary language, discuss verbally or in writing, the characters, plot, and meaning in relation to our own times.
	1.1.2 After reading works by modern world authors, discuss in writing or verbally, how events in history have affected playwrights in the twentieth century.
1.2 Understand the origin of theatre and why theatre exists.	1.2.1 Discuss verbally or in writing the different reasons primitive man began doing theatre.
	1.2.2 Relate the role of ritual, religion, and magic in the development of early theatre.
	1.2.3 Discuss the occasions, celebrations, or holidays of early cultures, out of which, theatre was a natural outgrowth.
	1.2.4 Relate how theatre entertains, teaches, and records heritage.

Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 1: The learner will develop a basic understanding and knowledge of the origins of theatre and of theatre as an outgrowth of world cultures and as a reflection of society.

Objectives	Measures
1.3 Understand that the attitudes, beliefs, and feelings of people in different cultures, and in different times throughout history have been expressed through different types of theatre.	1.3.1 Read or view a period play and discuss how the attitudes, beliefs, and feelings of the people and the times are evident. 1.3.2 Discuss how advancements in society such as technology, travel, and communication have affected the type of theatre done and the way theatre evolved as a profession. 1.3.3 Do research and report findings on the theatre developed by a particular ethnic group. 1.3.4 Do research and report findings on one or more forms of theatre as an outgrowth of a particular time and group of people such as classic, avant-garde, musical, political theatre, etc.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 2: The learner will develop a basic understanding and knowledge of theatre literature and the history of theatre.

Objectives	Measures
2.1 Have a basic knowledge of theatre literature associated with the different historical periods from the Egyptians to the present.	2.1.1 Read plays which are representative of the major periods in theatre history such as Greek, Restoration, Contemporary, etc.
	2.1.2 Discuss, write a paper, and/or pass a written test on a particular play and its historical significance in relationship to the writer, culture, and theatrical period.
	2.1.3 Relate the major changes with play structure and writing styles that have taken place throughout history, in writing or verbally.
	2.1.4 Know and discuss, verbally or in writing, persons of major importance to theatre literature throughout history, to include playwrights.

Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 2: The learner will develop a basic understanding and knowledge of theatre literature and the history of theatre.

Objectives		Measures	
2.2	Have a basic knowledge of theatre literature associated with some of the major theatrical styles and/or cultures.	2.2.1	Know and relate verbally or in writing how theatre architecture has affected the type of plays that have been written in different periods.
		2.2.2	Discuss, write a paper, and/or pass a test on a particular play and how it relates to a theatrical style.
		2.2.3	Know and discuss verbally or in writing how theatre literature and acting styles are interrelated for the different historical periods.
		2.2.4	Research and read plays from a particular culture such as Chinese, African, or Indian, and report findings orally or in writing.
2.3	Understand plays as literature that is meant to be performed, as well as read.	2.3.1	After reading and seeing a play being done live or on film, discuss the differences and inferences drawn from the two different experiences.
		2.3.2	Read plays out loud, or perform scenes from plays and discuss how written words take on new or different meanings and importance when spoken or performed.
		2.3.3	Listen to and/or view plays in live performance, on film, or from a recording and write and/or discuss the ways in which written words become more meaningful through live performance.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 3: The learner will develop the knowledge, skills, and ability to speak meaningfully and distinctly in theatrical presentations.

Objectives	Measures
3.1 Know and understand important terms used in relation to the production of sounds by the voice and the related body movements.	3.1.1 Define and demonstrate in practice such terms as volume, range, pitch, intensity, articulation, inflection, resonance, pronunciation, flexibility, rhythm, rate, emphasis, pause, and poise.
3.2 Know and understand a variety of standard exercises used to improve clarity and variety in speech and related body movement.	3.2.1 Know and demonstrate by doing, a variety of standard exercises used to improve the speaking voice and related body movement.
3.3 Know how and speak appropriately in a variety of theatrical settings.	3.3.1 Rehearse and present short speaking projects in a variety of theatrical settings so as to be heard and understood.
3.4 Speak clearly and distinctly when speaking or performing in theatrical projects or presentations.	3.4.1 Speak clearly and distinctly so as to be understood in theatrical presentations and projects.
	3.4.2 Speak dialogue with the appropriate inflection, emphasis, rhythm, etc. that is suitable for a particular theatrical character or role.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 4: The learner will develop the knowledge, skills, and ability to act in theatrical presentations.

Objectives	Measures
4.1 Display an awareness of the different methods and techniques used in developing a theatrical role.	4.1.1 Discuss verbally or in writing the different methods and techniques used in developing a theatrical role.
	4.1.2 Devise and put into practice her/his own way of working as a performer.
4.2 Demonstrate an awareness of how to prepare for a role.	4.2.1 Use different warm-up techniques for getting ready to perform.
	4.2.2 Write a hypothetical biography of her/his character based on information derived from the script.
4.3 Know and understand the basic theatre terminology used by actors and directors.	4.3.1 Use and define theatre terminology used by actors both on paper and in practice.
4.4 Take direction and replicate it in performance.	4.4.1 Write down, using theatrical notation, the basic blocking for her/his stage movement.
	4.4.2 Remember and execute rehearsed stage movement and dialogue.
	4.4.3 Rehearse and perform in group theatrical presentations in the classroom or for others.

Grade Level: 9-12

Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 4: The learner will develop the knowledge, skills, and ability to act in theatrical presentations.

Objectives	Measures
4.5 Use physical skills and conditioning exercises appropriately.	4.5.1 Do physical skills and conditioning exercises in preparation to perform in theatrical presentations.
	4.5.2 Define exercises verbally or in writing and lead others in exercises appropriate for preparation to perform.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 5: The learner will be able to do the basic types of theatrical makeup.

Objectives	Measures
5.1 Display knowledge and skills in makeup to achieve desired characterization.	5.1.1 Identify and describe the use of the various supplies and tools commonly used for theatrical makeup either verbally, in writing, by choosing the right item, or using it correctly.
	5.1.2 Know and relate, verbally or in writing, the fundamental makeup techniques to include old age, straight, character, fantasy, etc.
	5.1.3 After reading a script, plan a makeup, and fill out a makeup form for one or more types of character.
	5.1.4 Given the necessary supplies, complete makeups on her/himself or other persons.
	5.1.5 Complete a "makeup morgue" with magazine pictures which will be helpful in preparing to design or do makeup.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 6: The learner will be able to direct others in short theatrical performances.

Objectives	Measures
6.1 Acquire the knowledge and skills necessary to direct plays.	6.1.1 Know, understand, and discuss drama as art (i.e., concept, technique, unity, coherence, emphasis, selectivity, proportion rearrangement, intensification, and mood).
	6.1.2 Know, understand, and discuss the director's function.
	6.1.3 Know, understand, and discuss the five fundamentals of play directing (i.e., composition, picturization, movement, rhythm, and pantomimic dramatization).
	6.1.4 Know, understand, and discuss different acting techniques and how to approach them as a director.
	6.1.5 Know, understand, and discuss the process traditionally used to conduct tryouts, casting, and rehearsals.
	6.1.6 Direct others in short dramatic scenes using standard theatrical terminology and techniques.
	6.1.7 Seek and give objective criticism, assistance, and suggestions for improving her/his own or others' directing efforts.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts I

COMPETENCY GOAL 7: The learner will write scripts suitable for theatrical performance.

Objectives	Measures
7.1 Acquire the knowledge and skills necessary to write scripts suitable for performance.	7.1.1 Verbally, in writing, or by answering test questions, relate the evolution of play structure from the early Greek to contemporary drama.
	7.1.2 Compare play structure to other forms of literature.
	7.1.3 Relate the forms of drama and their characteristics.
	7.1.4 Discuss where to find ideas and what is dramatic versus undramatic.
	7.1.5 Relate the general steps taken in the process of writing a play.
	7.1.6 Write short portions of dramatic dialogue for a particular dramatic situation.
	7.1.7 Write and perform short one-act plays, television scripts, or radio scripts.

Theatre Arts II Outline

1. Develop a basic understanding and knowledge of theatre literature and history.
    - 1.1 Display a basic knowledge and understanding of the development of theatre from its beginnings to the present.
2. Develop to a further extent the knowledge, skills, and ability to act in theatrical presentations.
    - 2.1 Demonstrate an awareness of how to perfect a theatrical role and put these concepts into practice.
    - 2.2 Demonstrate an understanding and ability to handle special movement problems on stage.
    - 2.3 Recognize and demonstrate some of the more common types of dialects used on the stage.
    - 2.4 Objectively analyze and critique her/his and/or others' acting efforts.
    - 2.5 Study and do research on actors, acting styles, and theories of acting.
3. Direct others for theatrical performance.
    - 3.1 Function as director or assistant director for a play or other scripted performance piece.
    - 3.2 Analyze and critique her/his or others' directing efforts.
4. Write scripts for performance and objectively critique her/his own scripts or those of others.
    - 4.1 Write a play either by her/himself or with a group.
    - 4.2 Analyze and critique her/his or others' scripts in the written form and/or after having seen a performance of the script.
5. Design, illustrate, and make simple costumes from different periods and/or of different styles.
    - 5.1 Display knowledge and skills in costuming and costume design.
6. Understand the reasons for and do publicity and promotion for a school theatrical presentation.
    - 6.1 Display basic knowledge and skills necessary to provide publicity and promotion for a school theatrical presentation.
7. Know how and manage an adequate school box office.
    - 7.1 Have the skills to obtain tickets for a theatrical presentation.
    - 7.2 Be familiar with and carry out the basic procedures used in selling tickets.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 1: The learner will develop a basic understanding and knowledge of theatre literature and history.

Objectives	Measures
1.1 Display a basic knowledge and understanding of the development of theatre from its beginnings to the present.	1.1.1 Discuss and/or pass a test on theatrical development during any given period.
	1.1.2 Do research and report findings on theatre during a given period.
	1.1.3 Build a model and/or do a presentation on theatre during a given period.
	1.1.4 Prepare a scene from a play or an illustrative presentation relating to a given period of theatre.
	1.1.5 Research and report on a particular aspect of technical theatre during any given period.
	1.1.6 Research and report on a noted theatrical personage from any given period.
	1.1.7 Compare and contrast, verbally or in writing, different aspects of theatre done in different periods of history.
	1.1.8 Discuss verbally or in writing different types of theatre architecture in different periods and how it affected the type of theatrical presentation of that period.

Grade Level: 9-12

Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 1: The learner will develop a basic understanding and knowledge of theatre literature and history.

Objectives	Measures
	1.1.9 Read plays from the major periods in theatre history and discuss how they are related to the types of theatre going on at that time, in that culture, and in that location.
	1.1.10 Define and give examples of the various types of theatre such as musical comedy, melodrama, kabuki, Commedia dell'Arte, Theatre of the Absurd, etc.
	1.1.11 Discuss and give examples of the origins of different styles and types of theatre and of the origin of theatre in general.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 2: The learner will develop, to a further extent, the knowledge, skills, and ability to act in theatrical presentations.

Objectives	Measures
2.1 Demonstrate an awareness of how to perfect a theatrical role and put these concepts into practice.	2.1.1 Develop the physical and verbal characteristics of a character based on the script and relate these verbally, in writing, or in practice.
	2.1.2 Determine the motivations for a character and relate them verbally, in writing, or in practice.
	2.1.3 Ascertain the appropriate tempo and timing for physical action and/or verbal delivery for a particular role and demonstrate it in practice.
	2.1.4 Explore ways to expand a stage character and demonstrate in practice or relate them through discussion or writing.
	2.1.5 Continue to do observation, concentration, sense recall, and emotional response exercises and incorporate these skills into her/his roles.
	2.1.6 Rehearse and perform, in group, dramatic presentations in the classroom or for others.

Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 2: The learner will develop, to a further extent, the knowledge, skills, and ability to act in theatrical presentations.

Objectives		Measures	
2.2	Demonstrate an understanding and the ability to handle special movement problems on stage.	2.2.1	Discuss and demonstrate standard ways of performing such actions as stage fighting, dying, falling, embracing, etc.
2.3	Recognize and demonstrate some of the more common types of dialects used on the stage.	2.3.1	Explain the sounds and pronunciations of words in replicating various dialects for the stage.
		2.3.2	Demonstrate the ability to deliver dialogue in such dialects as French, Southern American, or German by speaking dialogue with the appropriate accent.
2.4	Analyze and critique her/his and/or others acting efforts.	2.4.1	Discuss verbally, or in writing, problems seen with others acting efforts and offer valid suggestions for improvement either verbally or by example.
		2.4.2	Assess her/his own acting efforts and remain innovative and flexible while working on improvements discerned by her/himself and/or others.
2.5	Study and do research on actors, acting styles, and theories of acting.	2.5.1	Read and discuss books or articles on well-known actors and their approaches to acting.
		2.5.2	Write reports or pass a test on actors and their approaches.
		2.5.3	Replicate an acting style by performing in that particular manner.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 3: The learner will be able to direct others for simple theatrical performances.

Objectives	Measures
3.1 Function as director or assistant director for a short play or other scripted performance piece.	3.1.1 Conduct tryouts, casting, and rehearsals in preparation for a performance.
	3.1.2 Direct short performance pieces in a variety of different spaces (i.e., procenium stage, arena stage, thrust stage, etc.).
	3.1.3 Know and write stage blocking in a script using standard theatrical symbols and words.
	3.1.4 Cooperate with, and give direction to, all other theatre staff in relation to production needs and concept for a short script or scene.
3.2 Analyze and critique her/his or others' directing efforts.	3.2.1 Relate verbally, or in writing, problems seen with others directing efforts and offer suggestions for improvement.
	3.2.2 Direct a scene already done by someone else in order to demonstrate a different technique or approach.
	3.2.3 Seek the advice and assistance of others when involved in directing, and willingly give help to others.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 4: The learner will write scripts for performance, and objectively critique her/his own scripts or those of others.

Objectives	Measures
4.1 Write a short play or scene either by her/himself or with a group.	4.1.1 By writing a performance piece, determine a plot that has dramatic value or interest.
	4.1.2 Create characters that are interesting and have motivation for action and speech.
	4.1.3 Write dialogue that is suitable and interesting.
	4.1.4 Produce a finished, well organized ized short play or scene in common script format with cast list, stage directions, etc.
4.2 Analyze and critique her/his or others' scripts in the written form and/or after having seen a performance of the script.	4.2.1 Know and discuss, verbally or in writing, the methods and techniques commonly used to evaluate a script and its suitability for performance.
	4.2.2 Research and present findings on a contemporary playwright and her/his works.
	4.2.3 Collect, and compare and contrast verbally or in writing the reviews and criticisms of well-known theatre critics.
	4.2.4 Write objective critiques of her/his or others' scripts.
	4.2.5 Participate in helping to read out loud and/or perform in presentations of others' scripts.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 5: The learner will be able to design, illustrate, and make simple costumes from different periods and/or of different styles.

Objectives	Measures
5.1 Display knowledge and skills in costuming and costume design.	5.1.1 Know and relate the purpose of costumes, the basic history of costumes, and the basics of fabrics, color, and styles through means of discussion, writing, tests or item identification.
	5.1.2 After reading a play, determine the period, style, and/or look of the costumes for the different characters, and either describe, sketch, or find pictures to illustrate them.
	5.1.3 Make a "costume morgue" using clippings from any source to illustrate selected areas of costuming such as period, country, style, etc.
	5.1.4 Fill out a costume chart for one or more characters from a play.
	5.1.5 Identify and use in practice the basic types of materials, tools, and machinery used in making standard costumes.
	5.1.6 Make a basic costume for a particular character and trim it, if necessary.
	5.1.7 Know and discuss the ways costumes and costume changes are organized for a production.
	5.1.8 Do research, report findings, and produce reports or design projects based on individual assignments in such areas of costuming as history, development, periods, designers, etc.

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 6: The learner will understand the reasons for, and be able to do, publicity and promotion for a school theatrical presentation.

Objectives	Measures
6.1 Display basic knowledge and skills necessary to provide publicity and promotion for a school theatrical presentation.	6.1.1 Know and discuss, verbally or in writing, the purposes for, and and methods used, in doing publicity and promotion.
	6.1.2 Design, or obtain designs for posters.
	6.1.3 Write and discuss the process for disseminating promotional material to appropriate school and public news media.
	6.1.4 Plan and execute promotional television spots or personal appearances.
	6.1.5 Relate verbally, or in writing, the process for getting posters and other publicity materials duplicated and disseminated.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Theatre Arts II

COMPETENCY GOAL 7: The learner will know how, and be able to manage, an adequate school box office.

Objectives	Measures
7.1 Know how, and have the skills to obtain tickets for a theatrical presentation.	7.1.1 Design, or obtain a design for the tickets for a performance based on the house, method of seating, type of ticket, and method of accounting and budget.
	7.1.2 Relate verbally, or in writing, the process that is necessary to go through to get tickets printed using school and/or professional printing companies.
7.2 Be familiar with, and carry out the basic procedures used in selling tickets.	7.2.1 Discuss verbally, or in writing, the basic methods of ticket sales, reservations, transactions, receipts, and record keeping.
	7.2.2 Discuss, and/or demonstrate in practice, how to organize and maintain a theatrical box office.
	7.2.3 Know and define the roles of the House Manager and the Box Office Manager.

Technical Theatre I Outline

1. Develop knowledge and skills in the technical elements of play production.

    1.1 Display an awareness of theatre organization, management, and operation.

    1.2 Display stagecraft knowledge and skills.

    1.3 Display knowledge and skills in scene design.

    1.4 Display knowledge and skills in theatrical lighting and lighting design.

    1.5 Display the basic knowledge and skills necessary to provide music and sound effects for an assigned script.

ARTS EDUCATION
THEATRE ARTS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Technical Theatre I

COMPETENCY GOAL 1: The learner will develop knowledge and skills in the technical elements of play production.

Objectives	Measures
1.1 Display an awareness of theatre organization, management, and operation.	1.1.1 Identify, verbally or in writing, the various components of a typical theatre organization and define their basic duties.
	1.1.2 Discuss how collaboration is achieved among those involved in a production.
	1.1.3 Relate how those involved in a production must adhere to the production concept.
	1.1.4 Explain the hierarchy of a typical theatre organization.

Skills/Subject Area: Technical Theatre I

COMPETENCY GOAL 1: The learner will develop knowledge and skills in the technical elements of play production.

Objectives		Measures
1.2 Display stagecraft knowledge and skills.	1.2.1	Verbally, in writing, or with drawings, identify and explain the use of the varied types of hardware, materials, and tools used in constructing and painting scenery.
	1.2.2	Appropriately and safely use the varied types of materials and tools used in constructing and painting scenery.
	1.2.3	Demonstrate a knowledge of, and do, basic types of scenery construction such as flats, platforms, steps, etc.
	1.2.4	Discuss and demonstrate the preparation of scene paint and basic painting techniques for the stage.
	1.2.5	Identify and define the various parts of a theatre facility, rigging devices, and typical machinery used in a theatre.
	1.2.6	Know and use correct vocabulary commonly used by technicians involved in stagecraft.
	1.2.7	Know where to find information on how to build, or do, common properties or special effects and describe how to create some of the more commonly used ones either verbally, in writing, or in practice.

Grade Level: 9-12

Skills/Subject Area: Technical Theatre I

COMPETENCY GOAL 1: The learner will develop knowledge and skills in the technical elements of play production.

Objectives	Measures
1.3 Display knowledge and skills in scene design.	1.3.1 Know and discuss the necessary steps and processes for designing scenery for a production to include determination of the design concept.
	1.3.2 Execute a basic sketch, floor plan, front and rear elevation, rendering, and model for a play or portion of a play.
	1.3.3 Determine, explain, and justify the design and construction of a particular scenic element.
	1.3.4 Determine and explain how different scenery for a production will change and/or work together throughout the entire production.

Skills/Subject Area: Technical Theatre I

COMPETENCY GOAL 1: The learner will develop knowledge and skills in the technical elements of play production.

Objectives	Measures
1.4 Display knowledge and skills in theatrical lighting and lighting design.	1.4.1 Identify items, their component parts, and the use of varied types of materials, tools, and equipment used for theatrical lighting either verbally, in writing, or using drawings.
	1.4.2 Use appropriately and safely the varied types of materials, tools, and equipment used for theatrical lighting.
	1.4.3 After reading a play or scene, identify lighting needs either verbally or in writing.
	1.4.4 Draw a simple floor plan and show the placement of instruments, and their number in sequence.
	1.4.5 Fill out an instrument schedule to include number of instruments, circuit number, numbers of color media, wattage, use, etc.
	1.4.6 Explain verbally, or in writing, the basic process for patching the lights to a console and the process for setting up cues.
	1.4.7 Set up cues on a script for a real or hypothetical production or portion of a production.
	1.4.8 Explain the ways some basic lighting consoles work, and operate the school console if one exists.

Skills/Subject Area: Technical Theatre I

COMPETENCY GOAL 1: The learner will develop knowledge and skills in the technical elements of play production.

Objectives	Measures
	1.4.9 Know and use correct vocabulary commonly used by lighting technicians.
	1.4.10 Know and follow the appropriate steps and processes necessary to design the plans needed to execute the design concept.
	1.4.11 Do research, report findings, and demonstrate the use of the research in designing lighting for a particular performance.
	1.4.12 Know the difference between lighting for different types of theatrical productions and show this through planned designs on paper or in practice.
1.5 Display the basic knowledge and skills necessary to provide music and sound effects for an assigned script.	1.5.1 Read a script and list the music and sound effects that are necessary and/or desirable.
	1.5.2 Do research and find the necessary sound effects or conceive a way to make them.
	1.5.3 Know about and operate the commonly used equipment necessary to make a tape recording or a sound effect instrument.
	1.5.4 Set up and operate all equipment necessary to provide sound effects for a production to inlcude microphones, mixers, etc.
	1.5.5 Know, plan on paper, and do in practice the cueing process for a production.

chosen by the art teacher for each of the stated goals. The early childhood level (K-3) focuses on exploration and personal experiences. The intermediate grades emphasize a continuation of motor and perceptual skills. The middle/junior high art activities should become more selective and specialized. The secondary level reflects course offerings which require a prerequisite before the student can advance to the next level.

The representative selected media for visual arts centers on drawing, painting, printmaking, sculpture, and fine crafts. Goals, objectives, and measures are developed sequentially from kindergarten to the twelfth grade. There are many other equally important media in art education which deserve attention such as photography/film-making, creative crafts, commercial design, and electronic art. It is desirable eventually to include them in this document as on-going modifications are made to keep this publication a "live" curriculum. However, all art programs at all levels of education in the North Carolina Public Schools should reflect the five art media noted above, which are considered to be the minimum.

COURSE OF STUDY

K-8
Visual Arts
Drawing, Painting, Printmaking, Sculpture, Fine Crafts

9-12
Visual Arts I
Visual Arts II
Visual Arts III

The visual arts competency-based curriculum:

- is designed for statewide use.
- is not correlated with any textbook and does not restrict the use of any relevant textbook or program materials.
- encourages the development of a series of offerings suitable to varied student abilities.
- provides for flexibility in local curriculum development.

VISUAL ARTS

PURPOSE AND OVERVIEW

Art education in the public school curriculum reinforces the individual student's innate creative abilities by offering opportunities for visual self-expression. Focusing on problem recognition/problem-solving methodology, art experiences serve as a means of developing sensory perception, providing for nonverbal communication, and offering a vehicle for enjoyment while, at the same time, the student is learning to think creatively. Visual arts enhance the creative processes through skill development. Thus, a broader scope and meaning is given to the art program since the art project or activity becomes a means to an end rather than the end itself. The program is designed to sensitize students to their physical environment by totally involving them in activities where they must use various art media, design elements and principles, composition, aesthetics, criticism, and historical reference. Encouragement of personal imagination is of paramount importance.

In the early years, the program provides the foundation on which local units can design sequential structures which offer continuous growth and therefore, a development of concepts and skills throughout the remaining years which enable students to realize their artistic and creative potential. The problem recognition/problem-solving approach is continued. Art activities serve to enhance, reinforce, and develop the student's right hemispheric perception. To some degree, whole brain development can also be achieved by combining analysis, criticism, and reasoning skills with the visual interpretation of symbols, feelings, and intuition. At the intermediate level, exploratory processes continue to be encouraged through experiences in a variety of art media; however, composition skills, creating order from chaos, selecting, and structuring become the focus for this age child. Art activities should reflect a continuing degree of sophistication tailored for the individual student. The focus of the high school art program is to develop visual images in formal compositions and to recognize the importance of sensing beyond visual observation. Individual styles reflecting personal standards of quality are encouraged. The understanding and application of the concepts of analysis and synthesis for creative problem recognition/problem-solving are fostered. The art program is designed to encourage flexibility which allows the creative efforts of the student to be relative to her/his organized thought processes.

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum provide the art teacher with a means of unifying the art program with art colleagues in other school systems throughout the state without conforming to an established set of rigid and predetermined standards. Used as a format, art teachers should be able to justify the - the selection of art activities that have the appropriate content, methodology, procedure, and evaluation for their students. The grade level specifies the degree of sophistication and expectation for all art activities which may be

Many school districts do offer other electives appropriate to this instructional area, though not as a part of the State-funded basic education program. Such electives may include: Art IV, Photography, Jewelry-Making, Textiles, Pottery, Film-Making, Commercial Design/Graphics, and Batik.

GRADES K-3

Major Emphases

In the early childhood years, importance is placed on establishing within children the feeling of self-esteem and self-confidence by directly involving them in art activities that are designed to build on the knowledge they bring to the class. The major priorities of the art program at this level are to develop growth in knowledge and skills relating to art and to build aesthetic awareness. Eye and hand coordination and motor skills are developed through the manipulation of art tools. The study of art heritage and the development of aesthetic judgment are introduced in primary terms.

Active involvement in a variety of art media develops sensory perception which sensitizes children to the physical environment. Through heightened awareness, they come to value, use, and derive pleasure from their senses. Direct personal experiences with art media develop skills that enable children to communicate personal ideas, images, symbols, personality, and feelings in visual form. While being involved in viewing, discussing, and analyzing art works, they formulate an understanding and criteria for making judgments related to form, content, techniques, and purpose. Awareness of artistic accomplishments in various cultures of the world enables children to comprehend the place of art both in relation to that culture and to its meaning to the individual.

Grade K Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: K Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Take pride in her/his own efforts.
1.2	Accept work of others.	1.2.1	Show acceptance of others' efforts.
1.3	Be eager to do and see art.	1.3.1	Show willingness to participate in doing, looking at, and discussing works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: K Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives		Measures	
2.1	Demonstrate an understanding of the basic elements of art.	2.1.1	Recognize colors: red, yellow, blue, violet, green, orange, black, white, brown.
		2.1.2	Recognize different types of line: crooked, straight, curved, and zig-zag.
		2.1.3	Recognize the difference between wide and thin lines.
		2.1.4	Name basic geometric shapes: circle, square, rectangle, triangle, diamond, oval.
		2.1.5	Recognize the difference between two dimensional shapes and three dimensional forms.
		2.1.6	Recognize different textures on surfaces: rough, smooth, or bumpy.
		2.1.7	Recognize the difference in spaces: in/out, over/under, empty/full, or near/far.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Work to fill the whole page.
	2.2.2 Create images that appear to be balanced.
	2.2.3 Tell about how parts of her/his work relate to one another to create unity.
	2.2.4 Use a variety of colors, lines, shapes, and textures.
	2.2.5 Recognize a focus of interest in a composition.
	2.2.6 Recognize movement or direction of lines, shapes, colors, and textures in a composition.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perceptions.
	2.3.3 Use life surroundings and experiences in her/his work.
	2.3.4 Become aware of the art around her/him.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns.
	2.4.2 Use personal experiences to express her/his ideas and feelings visually.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Talk about her/his art and that of others in response to guided questions.

ARTS EDUCATION
VISUAL ARTS

Grade Level: K Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives		Measures	
3.1	Demonstrate skill and understanding in drawing and painting processes.	3.1.1	Display fine and gross motor control when using basic drawing and painting instruments.
		3.1.2	Achieve different visual effects and textures using basic drawing and painting instruments.
		3.1.3	Use basic drawing and painting instruments appropriately and safely.
3.2	Demonstrate skill and understanding in printmaking processes.	3.2.1	Create prints using simple printmaking processes: monoprints, rubbings, leaf prints, gadgets, vegetables.
		3.2.2	Use printmaking materials and tools appropriately and safely.
3.3	Demonstrate skill and understanding in sculpture processes.	3.3.1	Create sculpture (including kinetic and relief) using manipulative and additive processes.
		3.3.2	Use sculpture materials and tools appropriately and safely.
3.4	Demonstrate skill and understanding in fine craft processes.	3.4.1	Create simple ceramic objects (e.g., pinch pots and animals).
		3.4.2	Use craft materials and tools appropriately and safely.
3.5	Demonstrate ability to communicate about art.	3.5.1	Use simple art vocabulary to talk about her/his art and that of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: K Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize the use of art to communicate beyond the written or spoken word. 4.1.2 Recognize that art is a way of recording history. 4.1.3 Recognize famous works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: K Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Become aware that individuals derive personal pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Become aware that some individuals make a living from creating works of art.

Grade 1 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 1 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Take pride in her/his artistic efforts.
1.2	Accept work of others.	1.2.1	Show acceptance of others' efforts.
1.3	Be eager to do and see art.	1.3.1	Willingly participate in doing, looking at, and discussing works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 1 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Recognize colors: red, yellow, blue, violet, green, orange, black, white, brown.
	2.1.2 Identify different kinds of lines.
	2.1.3 Name basic geometric shapes in her/his work and work of others.
	2.1.4 Continue to develop ability to recognize the difference between two dimensional shapes and three dimensional forms.
	2.1.5 Recognize different textures on surfaces.
	2.1.6 Recognize difference in spaces: in/out, over/under, empty/full, or near/far.
2.2 Demonstrate an understanding of the design principles.	2.2.1 Work to fill the entire page.
	2.2.2 Create images that appear to be balanced.
	2.2.3 Explain about the relationships of parts in her/his own work to create unity.
	2.2.4 Use a variety of colors, lines, shapes, and textures.
	2.2.5 Identify focus of interest in a composition.
	2.2.6 Recognize movement or direction of lines, shapes, colors, and textures in a composition.

Grade Level: 1

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perceptions.
	2.3.3 Use life surroundings and experiences in her/his work.
	2.3.4 Become aware of the art around her/him.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns.
	2.4.2 Use personal experiences to express her/his ideas and feelings visually.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Talk about her/his own work (both in progress and finished) in guided questioning situations.
	2.5.2 Talk about work of others in guided situations.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 1 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Display fine and gross motor control when using basic drawing and painting instruments.
	3.1.2 Achieve different visual effects and textures using basic drawing and painting instruments.
	3.1.3 Create a representation of basic body parts and their connections.
	3.1.4 Draw and paint animals with attention to their characteristics, similarities, and differences.
	3.1.5 Use basic drawing and painting instruments appropriately and safely.
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create prints using simple printmaking processes (e.g., monoprints, rubbings, leaf prints, gadgets, and vegetables).
	3.2.2 Use printmaking materials and tools appropriately and safely.
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture (including kinetic and relief) using manipulative and additive processes.
	3.3.2 Use sculpture materials and tools appropriately and safely.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create simple ceramic objects (e.g., pinch pots and animals).
	3.4.2 Create work using fibers (e.g., weaving and stitchery).
	3.4.3 Use craft materials appropriately and safely.
3.5 Demonstrate ability to communicate about art.	3.5.1 Use simple art vocabulary to talk about her/his art and art of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 1 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize the use of art to communicate beyond the written and spoken word.
	4.1.2 Recognize that art is a way of recording history.
	4.1.3 Name famous works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 1 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Name ways that individuals derive personal pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Name ways that some individuals make a living from creating works of art.

Grade 2 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 2 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives	Measures
1.1 Demonstrate positive attitudes about her/himself.	1.1.1 Take pride in her/his artistic efforts.
1.2 Accept work of others.	1.2.1 Show acceptance of others' efforts.
	1.2.2 Demonstrate ability to share and cooperate with others.
1.3 Be eager to do and see art.	1.3.1 Willingly participate in doing, looking at, and discussing works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 2 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Name primary colors.
	2.1.2 Mix secondary colors.
	2.1.3 Know the difference between vertical, horizontal, and diagonal lines.
	2.1.4 Refine the use of basic geometric shapes in her/his work.
	2.1.5 Describe the difference between two-dimensional shapes and three-dimensional forms.
	2.1.6 Describe the different visually created textural qualities.
	2.1.7 Depict different spaces in her/his work: in/out, over/under, empty/full, or near/far.
	2.1.8 Develop an awareness of horizon.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Work to fill the entire page.
	2.2.2 Create images that appear to be balanced.
	2.2.3 Explain about the relationships of parts in her/his own work to create visual unity.
	2.2.4 Use a variety of colors, lines, shapes, and textures.
	2.2.5 Identify focus of interest in a composition.
	2.2.6 Create movement in work through repetition of lines, shapes, colors, and textures.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perceptions.
	2.3.3 Use life surroundings and experiences in her/his work.
	2.3.4 Become aware of the art around her/him.
	2.3.5 Become aware of how works of art were and are produced.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives		Measures	
2.4	Demonstrate an understanding of the role creativity plays in art.	2.4.1	Create work that does not rely on copying, tracing, or patterns.
		2.4.2	Use personal experiences to express her/his ideas and feelings visually.
2.5	Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1	Talk about her/his work (both in progress and finished) in guided questioning situations.
		2.5.2	Talk about the work of others in guided situations.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 2 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Display fine and gross motor control when using basic drawing and painting instruments.
	3.1.2 Achieve different visual effects and textures using basic drawing and painting instruments.
	3.1.3 Create a representation of basic body parts and their connections.
	3.1.4 Draw and paint animals with attention to their characteristic similarities and differences.
	3.1.5 Depict various emotions and facial expressions.
	3.1.6 Create various climates, weather conditions and seasons.
	3.1.7 Depict movement in people, animals, or cars in her/his work.
	3.1.8 Use basic drawing and painting instruments appropriately and safely.
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create prints using simple printmaking processes.
	3.2.2 Use printmaking materials and tools appropriately and safely.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture (including kinetic and relief) using manipulative and additive processes.
	3.3.2 Use sculpture materials and tools appropriately and safely.
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create simple ceramic objects.
	3.4.2 Create work using fibers (e.g., weaving and stitchery).
	3.4.3 Use craft materials appropriately and safely.
3.5 Demonstrate ability to communicate about art.	3.5.1 Use simple art vocabulary to talk about her/his art and art of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 2

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives		Measures	
4.1	Demonstrate knowledge and appreciation of art in the past and present.	4.1.1	Recognize the use of art to communicate beyond the written and spoken word.
		4.1.2	Recognize that art is a way of recording history.
		4.1.3	Name famous works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 2 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Name ways that individuals derive personal pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Name ways that some individuals make a living from creating works of art.

Grade 3 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 3 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives	Measures
1.1 Demonstrate positive attitudes about her/himself.	1.1.1 Display pride in her/his ability to complete artistic activities.
1.2 Accept work of others.	1.2.1 Show acceptance of others' efforts.
	1.2.2 Demonstrate an ability to share and cooperate with others.
1.3 Be eager to do and see art.	1.3.1 Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 3 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Identify tertiary colors.
	2.1.2 Name and use warm and cool colors.
	2.1.3 Use line for her/his expressive purposes.
	2.1.4 Refine the use of basic geometric shapes in her/his work.
	2.1.5 Describe the difference between two dimensional shapes and three dimensional forms.
	2.1.6 Create textural qualities in her/his work.
	2.1.7 Use overlapping to achieve depth in her/his work.
	2.1.8 Use her/his horizon to convey depth.

Grade Level: 3

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Select and unify ideas to create a visual whole.
	2.2.2 Create images that appear to be balanced.
	2.2.3 Explain about the relationships of parts in her/his work to create visual unity.
	2.2.4 Develop ability to use a variety of colors, lines, shapes, and textures.
	2.2.5 Identify focus of interest in a composition.
	2.2.6 Create movement in work through repetition of lines, shapes, colors, and textures.
2.3 Demonstrate an understanding of the role personal perception and observation plays in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perceptions.
	2.3.3 Use life surroundings and experiences in her/his work.
	2.3.4 Become aware of the art around her/him.
	2.3.5 Become aware of how works of art were and are produced.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives		Measures	
2.4	Demonstrate an understanding of the role creativity plays in art.	2.4.1	Create work that does not rely on copying, tracing, or patterns.
		2.4.2	Use personal experiences to express her/his ideas and feelings visually.
2.5	Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1	Talk about her/his work (both in progress and finished) in guided questioning situations.
		2.5.2	Talk about the work of others in guided situations.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 3 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Display fine and gross motor control.
	3.1.2 Achieve different visual effects and textures.
	3.1.3 Create a representation of basic body parts and their connections.
	3.1.4 Draw and paint people and animals with attention to characteristic similarities and differences.
	3.1.5 Depict various emotions and facial expressions.
	3.1.6 Create various climates, weather conditions, and seasons.
	3.1.7 Depict movement in people, animals, or cars.
	3.1.8 Create fantasy figures (e.g., portraits, still lifes, landscapes).
	3.1.9 Use basic drawing and painting instruments appropriately and safely.
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Understand basic printmaking processes.
	3.2.2 Create prints using simple printmaking processes.
	3.2.3 Use printmaking tools and materials appropriately and safely.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives		Measures	
3.3	Demonstrate skill and understanding in sculpture processes.	3.3.1	Use manipulative and additive processes to create kinetic and relief sculpture.
		3.3.2	Use sculpture tools and materials appropriately and safely.
3.4	Demonstrate skill and understanding in fine craft processes.	3.4.1	Create simple ceramic objects using pinch and coil processes.
		3.4.2	Create work using fibers (e.g., weaving, and stitchery).
		3.4.3	Use craft tools and materials appropriately and safely.
3.5	Demonstrate ability to communicate about art.	3.5.1	Use simple art vocabulary to talk about own work and that of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 3 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and the present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize that art can communicate beyond the written and spoken word.
	4.1.2 Recognize that art is a way of recording history.
	4.1.3 Identify famous works of art from a variety of cultures.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 3 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and profession.

Objectives		Measures	
5.1	Demonstrate an awareness of art as an avocation.	5.1.1	Name ways individuals can derive pleasure from creating works of art.
5.2	Demonstrate an awareness of art as a profession.	5.2.1	Name ways some individuals make a a living from creating works of art.

GRADES 4-6

Major Emphases

The intermediate grades equally emphasize creative art expression, the development of knowledge and skills relating to art, and the continuing growth of aesthetic awareness. Motor skills are refined and intuitive abilities are sharpened. Exposure to the study of art heritage and the development of aesthetic judgment are increased. Personal experiences are translated into visual form from which students can discover clues about themselves. Students are actively involved with a variety of art materials such as crayons, paints, drawing instruments, inks, and clay. This further develops visual-communicative skills. Furthermore, students derive satisfaction by demonstrating ideas, images, symbols, personality, and feelings while constructing visual interpretations of personal experiences. Students continue to formulate an understanding of, and criteria for, making judgments related to form, content, techniques, and purpose through involvement in viewing, discussing, and analyzing art works.

Grade 4 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 4 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Display self-confidence in her/his creative abilities.
		1.1.2	Take responsibility for her/his work.
1.2	Accept the work of others.	1.2.1	Recognize others' work as unique.
		1.2.2	Share and cooperate with others.
1.3	Be eager to do and see art.	1.3.1	Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 4 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Recognize and use primary, secondary, tertiary, warm, and cool colors.
	2.1.2 Experiment with using neutrals to create tints and shades.
	2.1.3 Recognize a variety of lines.
	2.1.4 Use line in a descriptive manner to convey mood (straight = calm, zig-zag = excited).
	2.1.5 Compare and contrast shapes (e.g., natural/geometric, organic/inorganic, objective/nonobjective).
	2.1.6 Name basic geometric forms (e.g., cubes, cones, spheres, cylinders, pyramids).
	2.1.7 Continue to refine the ability to create texture in her/his work.
	2.1.8 Use basic perspective in her/his work (diminishing size from foreground, middleground, to background).

Grade Level: 4

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Compile related and unrelated pieces into a visual whole in drawings, paintings, sculpture, photography, film, or electronic art.
	2.2.2 Recognize the difference between symmetrical and asymmetrical balance.
	2.2.3 Experiment with ways to achieve balance by use of the elements of color, line, space, form, shape, and texture.
	2.2.4 Explain how unity is achieved in her/his work and that of others.
	2.2.5 Explain how variety is achieved in her/his work and that of others.
	2.2.6 Recognize multiple focus points with varying degrees of prominence in her/his work and that of others.
	2.2.7 Create movement in her/his work through repetition of color, line, shape, form, space, and texture.
	2.2.8 Identify ways movement is achieved in her/his work and that of others.

Grade Level: 4

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.3 Demonstrate an understanding of the role personal perceptions and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perceptions.
	2.3.3 Use color, line, shape, form, texture, and space to express her/his ideas and feelings.
	2.3.4 Become aware of how works of art were and are produced.
	2.3.5 Identify ideas and feelings conveyed in works of others.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns.
	2.4.2 Relate creative effort to organized thought.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Critique her/his work and that of others in terms of art elements used.
	2.5.2 Develop ability to discuss her/his work and that of others in terms of meaning, feeling, mood, and ideas.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 4 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Create compositions which consider the art elements in relation to design principles.
	3.1.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.1.3 Create interior and exterior scenes (e.g., landscapes, still lifes) taken from life.
	3.1.4 Depict figures taken from life.
	3.1.5 Experiment with a variety of media, (e.g., watercolor, crayons, pencil, tempera, charcoal, pencil, pastels).
	3.1.6 Experiment with various instruments and techniques to achieve a variety of visual effects and textures.
	3.1.7 Create various climates, weather conditions, and seasons.
	3.1.8 Use drawing and painting tools appropriately and safely.
	3.1.9 Consider final presentation of work.

Grade Level: 4

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create prints which consider the art elements in relation to design principles.
	3.2.2 Consider of concepts of perception, observation, creativity, and evaluation in her/his work.
	3.2.3 Create prints using one or more of the following processes: relief, intaglio, collograph, stencil.
	3.2.4 Sign and number prints correctly.
	3.2.5 Use printmaking materials appropriately and safely.
	3.2.6 Consider final presentation of work.
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture with consideration of the art elements in relation to design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create fine crafts with consideration of the art elements in relation to design principles.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.4.3 Create ceramic objects using coil, slab, pinch, or combination methods.
	3.4.4 Show an understanding of basic firing and glazing process.
	3.4.5 Create works using fibers (e.g., weaving, stitchery).
	3.4.6 Use craft tools and materials appropriately and safely.
	3.4.7 Consider ways to present work.
3.5 Demonstrate ability to communicate about art.	3.5.1 Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 4 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize the universal use of art to communicate beyond the written or spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind.
	4.1.3 Recognize well-known works of art associated with other curriculum areas.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 4 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives		Measures	
5.1	Demonstrate an awareness of art as an avocation.	5.1.1	Identify ways in which individuals can derive pleasure from creating works of art.
5.2	Demonstrate an awareness of art as a profession.	5.2.1	Name ways by which some individuals make a living from creating works of art.

Grade 5 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 5 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives	Measures
1.1 Demonstrate positive attitudes about her/himself.	1.1.1 Realize and demonstrate an appreciation of her/his individual uniqueness as a creator.
1.2 Accept work of others.	1.2.1 Recognize others' work as unique.
	1.2.2 Share and cooperate with others.
1.3 Be eager to do and see art.	1.3.1 Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 5 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Use tints and shades in her/his work.
	2.1.2 Continue to develop expressive use of line.
	2.1.3 Use a variety of line in her/his work.
	2.1.4 Compare and contrast shapes (natural/geometric, organic/inorganic, objective/non-objective).
	2.1.5 Identify basic geometric forms in nature.
	2.1.6 Continue to refine ability to create texture in her/his work.
	2.1.7 Use basic perspective in her/his work (diminishing size from foreground, middleground, to background).

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Compile related and unrelated pieces into a visual whole in drawings, paintings, sculpture, photography, film, or electronic art.
	2.2.2 Depict symmetrical and asymmetrical balance in successful compositions.
	2.2.3 Experiment with ways to achieve balance by use of the elements of color, line, space, form, shape, and texture.
	2.2.4 Explain how unity is achieved in her/his work and that of others.
	2.2.5 Explain how variety is achieved in her/his work and that of others.
	2.2.6 Recognize multiple focus points with varying degrees of prominence in her/his work and that of others.
	2.2.7 Create movement in her/his work through repetition of color, line shape, form, space, and texture.
	2.2.8 Identify ways movement is achieved in her/his work and that of others.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation. 2.3.2 Trust her/his intuitive perceptions. 2.3.3 Use color, line, shape, form, texture, and space to express ideas and feelings. 2.3.4 Become aware of how works of art were and are produced. 2.3.5 Identify ideas and feelings conveyed in works of others.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns. 2.4.2 Relate creative effort to organized thought.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Critique her/his work and that of others in terms of art elements used. 2.5.2 Develop ability to discuss her/his work and that of others in terms of meaning, feeling, mood, and ideas.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 5 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Create compositions which consider the art elements in relation to design principles.
	3.1.2 Consider concepts of perception observation, creativity, and evaluation in her/his work.
	3.1.3 Create interior and exterior scenes (e.g., landscapes, still lifes) taken from life.
	3.1.4 Depict figures taken from life.
	3.1.5 Experiment with a variety of media: watercolor, crayons, pencil, tempera, charcoal, pastels.
	3.1.6 Experiment with various instruments and techniques to achieve a variety of visual effects and textures.
	3.1.7 Create various climates, weather conditions, and seasons.
	3.1.8 Use drawing and painting tools appropriately and safely.
	3.1.9 Consider final presentation of work.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create prints which consider the art elements in relation to design principles.
	3.2.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.2.3 Create prints using one or more of the following processes: relief, intaglio, collograph, stencil.
	3.2.4 Sign and number prints correctly.
	3.2.5 Use printmaking material appropriately and safely.
	3.2.6 Consider final presentation of work.
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture which consider the art elements in relation to design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.

Grade Level: 5

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives		Measures	
3.4	Demonstrate skill and understanding in fine craft processes.	3.4.1	Create fine crafts which consider the art elements in relation to design principles.
		3.4.2	Consider concepts of perception, observation, creativity, and evaluation in her/his work.
		3.4.3	Create ceramic objects using coil, slab, pinch, or combination methods.
		3.4.4	Show understanding of basic firing and glazing processes.
		3.4.5	Create works using fibers (e.g., weaving, and stitchery).
		3.4.6	Use craft tools and materials appropriately and safely.
		3.4.7	Consider ways to present work.
3.5	Demonstrate ability to communicate about art.	3.5.1	Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 5 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize the universal use of art to communicate beyond the written or spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind.
	4.1.3 Recognize well-known works of art associated with other curriculum areas.

Grade Level: 5 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Identify ways in which individuals can derive pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Name ways by which some individuals make a living from creating works of art.

Grade 6 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 6   Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives	Measures
1.1 Demonstrate positive attitudes about her/himself.	1.1.1 Realize and demonstrate appreciation of her/his individual uniqueness as a creator.
1.2 Accept the work of others.	1.2.1 Recognize others' work as unique.
	1.2.2 Share and cooperate with others.
1.3 Be eager to do and see art.	1.3.1 Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 6 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Apply color theory in her/his work.
	2.1.2 Use a variety of color values and intensities in her/his work.
	2.1.3 Continue to develop expressive use of line.
	2.1.4 Experiment with contour lines to define essence of shapes and forms.
	2.1.5 Compare and contrast shapes (natural/geometric, organic/inorganic, objective/non-objective).
	2.1.6 Relate basic geometric forms to nature in her/his work.
	2.1.7 Experiment with using a variety of texture in her/his work.
	2.1.8 Use basic perspective in her/his work (diminishing size from foreground, middleground, to background).
	2.1.9 Recognize the difference between negative and positive space.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2 The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Compile related and unrelated pieces into a visual whole in drawings, paintings, sculpture, photography, film, or electronic art.
	2.2.2 Depict symmetrical and asymmetrical balance in successful compositions.
	2.2.3 Experiment with ways to achieve balance by use of the elements of color, line, space, form, shape, and texture.
	2.2.4 Explain how unity is achieved in her/his work and that of others.
	2.2.5 Explain how variety is achieved in her/his work and that of others.
	2.2.6 Recognize multiple focus points with varying degrees of prominence in her/his work and that of others.
	2.2.7 Create movement in her/his work through repetition of color, line, shape, form, space, and texture.
	2.2.8 Identify ways movement is achieved in her/his work and that of others.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2 The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perception.
	2.3.3 Use color, line, shape, form, texture, and space to express her/his ideas and feelings.
	2.3.4 Become aware of how works of art were and are produced.
	2.3.5 Identify ideas and feelings conveyed in works of others.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns.
	2.4.2 Relate creative effort to organized thought.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Critique her/his work and that of others in terms of art elements used.
	2.5.2 Develop ability to discuss her/his work and that of others in terms of meaning, feeling, mood, and ideas.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 6 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Create compositions which consider the art elements in relation to design principles.
	3.1.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.1.3 Create interior and exterior scenes (e.g., landscapes, still lifes) taken from life.
	3.1.4 Depict figures taken from life.
	3.1.5 Experiment with a variety of media: waterfolor, crayons, pencil, tempera, charcoal, pastels.
	3.1.6 Experiment with various instruments and techniques to achieve a variety of visual effects and textures.
	3.1.7 Create various climates, weather conditions, and seasons.
	3.1.8 Use drawing and painting tools appropriately and safely.
	3.1.9 Consider final presentation of work.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create prints which consider the art elements in relation to design principles.
	3.2.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.2.3 Create prints using one or more of the following processes: relief, intaglio, collograph, stencil.
	3.2.4 Sign and number prints correctly.
	3.2.5 Use printmaking materials appropriately and safely.
	3.2.6 Consider final presentation of work.
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture which consider the art elements in relation to design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.

Grade Level: 6

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create fine crafts which consider the art elements in relation to design principles.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.4.3 Create ceramic objects using coil, slab, pinch, or combination methods.
	3.4.4 Show understanding of basic firing and glazing processes.
	3.4.5 Create works using fibers (e.g., weaving, and stitchery).
	3.4.6 Use craft tools and materials appropriately and safely.
	3.4.7 Consider ways to present work.
3.5 Demonstrate ability to communicate about art.	3.5.1 Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 6 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize the universal use of art to communicate beyond the written or spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind.
	4.1.3 Recognize well-known works of art associated with other curriculum areas.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 6 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Identify ways in which individuals can derive pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Name ways by which some individuals make a living from creating works of art.

GRADES 7-8

Major Emphases

The major emphasis at the 7-8 grade level is placed on individual exploratory involvement. The structure of the art program allows students to personally investigate experiences, thereby promoting the ability to formulate personal opinions and judgments. As the art program becomes more precise. It allows greater depth of study and longer periods of time with the art media. Students are taken through a wide range of exploratory activities designed to stimulate active participation in the creative process. They develop opinions and judgments through the processes of selection and discrimination, based on exposure to a wide variety of art activities, personal experiences, and knowledge gained by commitment to their own learning responsibilities. Through personal involvement in the application of art techniques and skills which use internal perceptions, students, through visual and mental insight about the physical world and their relationship to it, develop artistic abilities.

Grade 7 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 7 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives	Measures
1.1 Demonstrate positive attitudes about her/himself.	1.1.1 Exhibit confidence in her/his artistic decisions.
1.2 Accept work of others.	1.2.1 Demonstrate acceptance of the efforts of others and realize their uniqueness.
	1.2.2 Cooperate and share with classmates.
1.3 Be eager to do and see art.	1.3.1 Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 7 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Apply color theory in her/his work.
	2.1.2 Use varying color values and intensities in her/his work.
	2.1.3 Discriminate among various kinds of line qualities.
	2.1.4 Explore various qualities of line in her/his work.
	2.1.5 Continue to develop an expressive use of line.
	2.1.6 Explore use of shape to describe ideas visually.
	2.1.7 Explore use of form to describe ideas visually.
	2.1.8 Explore use of texture to define, distinguish, and vary surface qualities.
	2.1.9 Explore use of positive and negative space.
	2.1.10 Explore use of two-dimensional, three-dimensional, and relief space.
	2.1.11 Explore uses of groundspace, foreshortening, overlapping.
	2.1.12 Recognize difference between one-point and two-point perspective.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives		Measures	
2.2	Demonstrate an understanding of the design principles.	2.2.1	Explore the characteristics of successful unified composition.
		2.2.2	Explore ways to achieve symmetrical and asymmetrical balance by use of art elements.
		2.2.3	Explain how unity is achieved in her/his work and that of others.
		2.2.4	Explain how variety is achieved in her/his work and that of others.
		2.2.5	Explore ways to focus interest through use of art elements.
		2.2.6	Explore ways to create movement in her/his work.
2.3	Demonstrate an understanding of the role personal perceptions and observation play in art.	2.3.1	Sense beyond purely visual observation.
		2.3.2	Trust her/his intuitive perception.
		2.3.3	Explore use of art elements to express feelings, moods, ideas.
		2.3.4	Compare and contrast visual qualities and characteristics in her/his work and that of others.
		2.3.5	Recognize how works of art are produced.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work that does not rely on copying, tracing, or patterns.
	2.4.2 Recognize that creating visually is a design problem.
	2.4.3 Become aware that one must identify the problem before seeking a solution.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Critique her/his work and that of others in terms of art elements used.
	2.5.2 Discuss her/his work and that of others in terms of meaning, feeling, mood, and ideas.
	2.5.3 Develop ability to discuss reasons for making aesthetic judgments of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 7 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Consider art elements and design principles to achieve a successful composition.
	3.1.2 Consider concepts of perception/observation, creativity, and evaluation.
	3.1.3 Create shapes and forms reflected in the environment in drawings and paintings.
	3.1.4 Use value gradation and techniques of surface treatment (e.g., shading, mixing, blurring, wash, stippling, dry brush).
	3.1.5 Use principles of perspective in work (e.g., point convergency, diminuative, overlapping, foreshortening).
	3.1.6 Experiment with various media: pencil, charcoal, tempera, water color, crayon, pastel.
	3.1.7 Render figures from life with consideration given to proportion, form, portraits, full figures, contour, gesture, motion.
	3.1.8 Create compositions from life, memory, fantasy, still life, landscape, interiors, and architecture.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.1.9 Use drawing and painting tools and materials appropriately and safely.
	3.1.10 Make choices regarding presentation of work (cropping, mounting).
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Consider art elements and design principles to achieve a successful print.
	3.2.2 Consider concepts of perception, observation, creativity, and evaluation.
	3.2.3 Experiment with one or more of the following printmaking processes: relief, intaglio, collograph, stencil.
	3.2.4 Explore the process of two-color registration.
	3.2.5 Use printmaking tools and materials appropriately and safely.
	3.2.6 Make choices regarding presentation of work (cropping, mounting).

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Consider art elements and design principles to achieve a successful sculpture.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation.
	3.3.3 Explore one or more sculpture processes: manipulative, additive, subtractive, in kinetic and relief.
	3.3.4 Experiment with ways to add surface texture.
	3.3.5 Use sculpture tools and materials appropriately and safely.
	3.3.6 Make choices regarding presentation of work (finishing, mounting).

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Consider art elements and design principles to achieve successful fine craft products.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation.
	3.4.3 Explore basic processes of handbuilt ceramics.
	3.4.4 Explain the processes of firing and glazing.
	3.4.5 Experiment with a variety of fibers through weaving techniques.
	3.4.6 Name differences between traditional and contemporary crafts.
	3.4.7 Use craft tools appropriately and safely.
	3.4.8 Make choices about presentation of fine craft work (hanging/ mounting).
3.5 Demonstrate ability to communicate about art.	3.5.1 Use appropriate art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 7 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Discuss the universal use of art to communicate beyond the written or spoken word.
	4.1.2 Discuss the historical value of art in recording the history of mankind.
	4.1.3 Identify well-known art work that exemplifies a certain style, is from a specific period, or by a specific artist.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 7 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Name ways in which individuals can derive pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Name ways by which some individuals make a living from creating works of art.

Grade 8 Outline

1. Develop positive attitudes about her/himself, about others, and about art.

   1.1 Demonstrate positive attitudes about her/himself.
   1.2 Accept work of others.
   1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

   2.1 Demonstrate an understanding of the basic elements of art.
   2.2 Demonstrate an understanding of the design principles.
   2.3 Demonstrate an understanding of the role personal perception and observation play in art.
   2.4 Demonstrate an understanding of the role creativity plays in art.
   2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

   3.1 Demonstrate skill and understanding in drawing and painting processes.
   3.2 Demonstrate skill and understanding in printmaking processes.
   3.3 Demonstrate skill and understanding in sculpture processes.
   3.4 Demonstrate skill and understanding in fine craft processes.
   3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

   4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

   5.1 Demonstrate an awareness of art as an avocation.
   5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 8 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes her/himself.	1.1.1	Exhibit confidence in her/his artistic decisions.
1.2	Accept the work of others.	1.2.1	Demonstrate acceptance of the efforts of others and realize their uniqueness.
		1.2.2	Cooperate and share with classmates.
1.3	Be eager to do and see art.	1.3.1	Exhibit curiosity about works of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 8 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Apply color theory in her/his work.
	2.1.2 Use varying color values and intensities in her/his work.
	2.1.3 Experiment with a variety of color schemes: complementary, analogous, monochromatic.
	2.1.4 Recognize personal, interpretive use of color.
	2.1.5 Develop on expressive use of line.
	2.1.6 Explore use of shape to describe ideas visually.
	2.1.7 Explore use of form to describe ideas visually.
	2.1.8 Explore use of texture to define, distinguish, and vary surface qualities.
	2.1.9 Explore use of positive and negative space.
	2.1.10 Explore use of two-dimensional, three-dimensional, and relief space.
	2.1.11 Explore use of groundspace, foreshortening, overlapping.
	2.1.12 Use one and two-point perspective in her/his work.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Explore the characteristics of successful unified composition.
	2.2.2 Explore ways to achieve symmetrical and asymmetrical balance by use of art elements.
	2.2.3 Explain how unity is achieved in her/his work and that of others.
	2.2.4 Explain how variety is achieved in her/his work and that of others.
	2.2.5 Explore ways to focus interest through use of art elements.
	2.2.6 Explore ways to create movement in her/his work.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Sense beyond purely visual observation.
	2.3.2 Trust her/his intuitive perception.
	2.3.3 Explore use of art elements to express feelings, moods, ideas.
	2.3.4 Compare and contrast visual qualities and characteristics in her/his work and that of others.
	2.3.5 Recognize how works of art are produced.

Grade Level: 8

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives		Measures	
2.4	Demonstrate an understanding of the role creativity plays in art.	2.4.1	Create work that does not rely on copying, tracing, or patterns.
		2.4.2	Recognize that creating visually is a design problem.
		2.4.3	Become aware that one must identify the problem before seeking a solution.
2.5	Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1	Critique her/his work and that of others in terms of art elements used.
		2.5.2	Discuss her/his work and that of others in terms of meaning, feeling, mood, and ideas.
		2.5.3	Develop ability to discuss reasons for making aesthetic judgments of art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 8 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Consider art elements and design principles to achieve a successful composition.
	3.1.2 Consider concepts of perception/observation, creativity, and evaluation.
	3.1.3 Create shapes and forms reflected in the environment in drawings and paintings.
	3.1.4 Use value gradation and techniques of surface treatment (e.g., shading, mixing, blurring, wash, stippling, dry brush).
	3.1.5 Use principles of perspective in work (e.g., point convergency, diminuative, overlapping, foreshortening).
	3.1.6 Experiment with various media: pencil, charcoal, tempera, watercolor, crayon, pastel.
	3.1.7 Render figures from life with consideration given to proportion, form, portraits, full figures, contour, gesture, motion.
	3.1.8 Create compositions from life, memory, fantasy, still life, landscape, interiors, and architecture.
	3.1.9 Use drawing and painting tools and materials appropriately and safely.

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.1.10 Make choices regarding presentation of work (cropping, mounting).
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Consider art elements and design principles to achieve a successful print.
	3.2.2 Consider concepts of perception/observation, creativity, and evaluation.
	3.2.3 Experiment with one or more of the following printmaking processes: relief, intaglio, collograph, stencil.
	3.2.4 Explore process of two color registration.
	3.2.5 Use printmaking tools and materials appropriately and safely.
	3.2.6 Make choices regarding presentation of work (cropping, mounting).

Grade Level: 8

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Consider art elements and design principles to achieve a successful sculpture.
	3.3.2 Consider concepts of perception/observation, creativity, and evaluation.
	3.3.3 Explore one or more sculpture process: manipulative, additive, subtractive, in kinetic and relief.
	3.3.4 Experiment with ways to add surface texture.
	3.3.5 Use sculpture tools and materials appropriately and safely.
	3.3.6 Make choices regarding presentation of work (finishing, mounting).

Skills/Subject Area: Visual Arts

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Consider art elements and design principles to achieve successful fine craft products.
	3.4.2 Consider concepts of perception/observation, creativity, and evaluation.
	3.4.3 Explore basic processes of handbuilt ceramics.
	3.4.4 Explore the processes of firing and glazing.
	3.4.5 Experiment with a variety of fibers through weaving techniques.
	3.4.6 Name differences between traditional and contemporary crafts.
	3.4.7 Use craft tools appropriately and safely.
	3.4.8 Make choices about presentation of fine craft work (hanging/mounting).
3.5 Demonstrate ability to communicate about art.	3.5.1 Use appropriate art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 8 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Discuss the universal use of art to communicate beyond the written or spoken word. 4.1.2 Discuss the historical value of art in recording the history of mankind. 4.1.3 Identify well-known art work that exemplifies a certain style, is from a specific period, or by a specific artist.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 8 Skills/Subject Area: Visual Arts

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives		Measures	
5.1	Demonstrate an awareness of art as an avocation.	5.1.1	Name ways in which individuals can derive pleasure from creating works of art.
5.2	Demonstrate an awareness of art as an avocation.	5.2.1	Name ways by which some individuals make a living from creating works of art.

GRADES 9-12

Major Emphases

The art curriculum at the high school level offers a broad range of concentration from basic introductory courses to those of a more specialized nature. Emphasis is placed on a greater diversity of art offerings and depth of instruction. Each student is encouraged to pursue her/his own individual artistic interests. Each succeeding years' art courses are designed to provide the student with a base for the next year, in which each student can advance according to her/his own abilities. During grades 9-12, art studies will provide a sound foundation for those students pursuing art as a major in higher education, as well as those who may wish to draw upon their art skills as one of their capabilities in obtaining art-related employment upon graduation from high school.

Visual Arts I--Visual Arts I should be open to all secondary students who may desire exposure to art. The course offerings should reflect the appropriate degree of sophistication for the beginning art student and allow for the wide range of age differences and abilities of those enrolled. Attention should be directed to the fundamentals of art processes. Experimentation is encouraged. Students in a Visual Arts I course should be given the opportunity to explore a variety of visual arts media.

Visual Arts II--Visual Arts I, or three prior consecutive years of art experiences at the middle/junior high school level, is prerequisite for entry into the Visual Arts II course. The course syllabus should be designed for those who are considering concentrating on the visual arts. Attention should be given to all students enrolled, however, and the degree of sophistication of art activities should be tailored to individual ability. Research and art history assignments should be emphasized and should relate to studio activities. A strong emphasis on career opportunities in visual arts is a standard informational component of the Visual Arts II program.

Visual Arts III--Visual Arts II is prerequisite for enrollment in the Visual Arts III course. Students desiring to enroll should indicate an intention to continue their academic career at an institution of higher education and/or find art-related employment after high school graduation. Research and art history are standard components of the Visual Arts III curriculum, and should be related to studio activities. Students should have a greater concentration in selected media designed to meet specific needs and individual abilities. Responsibility for art opportunities should be equally shared by each student and the art teacher.

Visual Arts I Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Show confidence in her/his abilities.
		1.1.2	Realize her/his limitations and abilities.
		1.1.3	Accept responsibility for her/his work.
1.2	Accept work of others.	1.2.1	Show acceptance of others' work as a unique expression of themselves.
		1.2.2	Respect others' rights, ideas, and opinions.
1.3	Be eager to do and see art.	1.3.1	Exhibit interest in producing and seeing art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Demonstrate knowledge of color theory.
	2.1.2 Use color selectively in own work.
	2.1.3 Demonstrate knowledge of the dynamics of line.
	2.1.4 Use line selectively in own work.
	2.1.5 Demonstrate knowledge of the dynamics of shape and form.
	2.1.6 Use shape and form selectively in own work.
	2.1.7 Demonstrate knowledge of the dynamics of texture.
	2.1.8 Use texture selectively in own work.
	2.1.9 Demonstrate knowledge of the dynamics of space.
	2.1.10 Use space selectively in own work.

Grade Level: 9-12

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Demonstrate knowledge of the principles for achieving a successful composition.
	2.2.2 Apply design principles in own work (e.g., drawings, paintings, sculpture, photography, filmaking, jewelry, electronic art).
	2.2.3 Selectively balance work.
	2.2.4 Selectively unify work.
	2.2.5 Selectively achieve variety in work.
	2.2.6 Selectively create focus of interest in work.
	2.2.7 Selectively achieve movement in work.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Demonstrate sensing beyond purely visual observation.
	2.3.2 Demonstrate trusting own intuitive perceptions (intuition as a way of knowing).
	2.3.3 Use art elements to express ideas, feelings, and perceptions.
	2.3.4 Compare and contrast visual qualities and characteristics in own work and the work of others.
	2.3.5 Identify how works of art are produced.

Grade Level: 9-12

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work which does not rely on copying or tracing.
	2.4.2 Demonstrate an understanding that creating a piece of art is a design problem for which individuals find individual solutions which are influenced by personal perceptions, observations, experiences, creativity, ability, application of media, and manipulation of elements.
	2.4.3 Demonstrate an understanding of the necessity of design-problem recognition prior to problem solving.
	2.4.4 Create individual solutions to design problems.
	2.4.5 Demonstrate flexibility in relating creative effort to organized thought.
	2.4.6 Recognize creative effort as a means to an end rather than an end in itself.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Justify (orally and in writing) her/his aesthetic judgements concerning the many forms of art.
	2.5.2 Prepare a constructive evaluation of one's own art work.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives		Measures	
3.1	Demonstrate skill and understanding in drawing and painting processes.	3.1.1	Create compositions which consider the art elements in relation to the design principles.
		3.1.2	Consider concepts of perception, observation, creativity, and evaluation in her/his work.
		3.1.3	Demonstrate an understanding of value gradation and surface treatment (e.g., shading, mixing, blurring, wash, stippling, dry brush, pointillism).
		3.1.4	Create varying value gradations and surface treatments in her/his work.
		3.1.5	Demonstrate an understanding of perspective (e.g., one-point and two-point convergence, diminution, overlapping, foreshortening).
		3.1.6	Use perspective in her/his work.
		3.1.7	Render figures from life with consideration given to proportion and form in portraits, contours, gesture, motion (e.g., bending, twisting, sitting), groups, profiles, three-quarter views.
		3.1.8	Create compositions from life, memory, fantasy, still life, landscape, interiors, and architecture.

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.1.9 Demonstrate an understanding of basic characteristics of a variety of media (e.g., pencil, charcoal, pastels, tempera, watercolor, acrylics, oil, ink).
	3.1.10 Use drawing and painting tools, equipment and materials appropriately and safely.
	3.1.11 Demonstrate ability to effectively present completed work (crop, mount, mat).
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create compositions which consider the art elements in relation to the design principles.
	3.2.2 Consider concepts of perception, observation, creativity and evaluation in her/his work.
	3.2.3 Demonstrate understanding of the basic processes of printmaking (e.g., relief, intaglio, collograph, and stencil).
	3.2.4 Create prints using one or more basic processes of printmaking.
	3.2.5 Demonstrate an understanding of the process of registration in printmaking.
	3.2.6 Create prints which involve one or more registrations.

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.2.7 Use printmaking materials, tools and equipment appropriately and safely.
	3.2.8 Demonstrate ability to effectively present completed work (sign, number, mat).
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture which considers the art elements in relation to the design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.3.3 Demonstrate understanding of the basic sculpture processes (e.g., additive, subtractive, manipulative, and replacement) including relief and kinetic.
	3.3.4 Create sculpture using one or more of the basic sculpture processes (including relief and kinetic).
	3.3.5 Use sculpture materials, tools, and equipment appropriately and safely.
	3.3.6 Demonstrate ability to effectively present completed work (finishing, mounting).

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create fine crafts which consider the art elements in relation to the design principles.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation in own work.
	3.4.3 Demonstrate an understanding of basic ceramic processes (e.g., pinch, coil, slab, wheel throwing).
	3.4.4 Create handbuilt ceramic pieces using one or more basic processes.
	3.4.5 Explore the wheel-thrown method of creating ceramic pieces.
	3.4.6 Demonstrate an understanding of a variety of methods of finishing and firing ceramic pieces.
	3.4.7 Use one or more methods of finishing and firing ceramic pieces.
	3.4.8 Demonstrate an understanding of a variety of weaving techniques and materials.
	3.4.9 Create woven pieces using one or more techniques and materials.
	3.4.10 Demonstrate an ability to compare and contrast traditional and contemporary fine crafts.
	3.4.11 Use fine craft materials, tools, and equipment appropriately and safely.

Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.4.12 Demonstrate ability to effectively present completed work (hanging, mounting).
3.5 Demonstrate the ability to communicate about art.	3.5.1 Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize universal use of art to communicate beyond the written and spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind beyond the written and spoken word.
	4.1.3 Recognize well-known artists and their work from the major periods of art history.
	4.1.4 Describe characteristics of the major periods of art history.
	4.1.5 Describe characteristics of art from other cultures.
	4.1.6 Recognize well-known artists of today and their work.
	4.1.7 Use art vocabulary to discuss her/his work and the work of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts I

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Demonstrate an awareness of a variety of ways that individuals derive pleasure from creating works of art.
	5.1.2 Identify ways in which s/he derives pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Demonstrate an awareness of a variety of ways that individuals make a living from creating works of art.

Visual Arts II Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Show confidence in her/his abilities.
		1.1.2	Realize her/his limitations and abilities.
		1.1.3	Accept responsibility for her/his work.
1.2	Accept work of others.	1.2.1	Show acceptance of others' work as a unique expression of themselves.
		1.2.2	Respect others' rights, ideas, and opinions.
1.3	Be eager to do and see art.	1.3.1	Exhibit an interest in producing and seeing art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Demonstrate knowledge of color theory.
	2.1.2 Use color selectively in her/his work.
	2.1.3 Demonstrate knowledge of the dynamics of line.
	2.1.4 Use line selectively in her/his work.
	2.1.5 Demonstrate knowledge of the dynamics of shape and form.
	2.1.6 Use shape and form selectively in her/his work.
	2.1.7 Demonstrate knowledge of the dynamics of texture.
	2.1.8 Use texture selectively in her/his work.
	2.1.9 Demonstrate knowledge of the dynamics of space.
	2.1.10 Use space selectively in her/his work.
	2.1.11 Demonstrate personal style in using the basic elements of art.

Grade Level: 9-12

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Demonstrate knowledge of the principles for achieving a successful composition.
	2.2.2 Apply design principles in her/his work (e.g., drawings, paintings, sculpture, photography, filmaking, jewelry, electronic art).
	2.2.3 Selectively balance work.
	2.2.4 Selectively unify work.
	2.2.5 Selectively achieve variety in work.
	2.2.6 Selectively create focus of interest in work.
	2.2.7 Selectively achieve movement in work.
	2.2.8 Demonstrate personal style in applying the design principles.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Demonstrate sensing beyond purely visual observation.
	2.3.2 Demonstrate trusting her/his intuitive perceptions (intuition as a way of knowing).
	2.3.3 Use art elements to express ideas, feelings, and perceptions.

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
	2.3.4 Compare and contrast visual qualities and characteristics in her/his work and the work of others.
	2.3.5 Identify how works of art are produced.
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work which does not rely on on copying or tracing.
	2.4.2 Demonstrate an understanding that creating a piece of art is a design problem for which individuals find individual solutions which are influenced by personal perceptions, observations, experiences, creativity, ability, application of media, and manipulation of elements.
	2.4.3 Demonstrate an understanding of the necessity of design problem recognition prior to problem solving.
	2.4.4 Create individual solutions to design problems.
	2.4.5 Demonstrate flexibility in relating creative effort to organized thought.
	2.4.6 Recognize creative effort as a means to an end rather than an end in itself.

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Justify, orally and in writing her/his aesthetic judgments concerning the many forms of art. 2.5.2 Prepare a constructive evaluation of one's own art work.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Create compositions which consider the art elements in relation to the design principles.
	3.1.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.1.3 Demonstrate understanding of value gradation and surface treatment (e.g., shading, mixing, blurring, wash, stippling, dry brush, pointillism).
	3.1.4 Create varying value gradations and surface treatments in her/his work.
	3.1.5 Demonstrate an understanding of perspective (one-point and two-point convergence, diminution, overlapping, foreshortening).
	3.1.6 Use perspective in her/his work.
	3.1.7 Render figures from life with consideration given to proportion and form in portraits, contours, gesture, motion (e.g., bending, twisting, sitting), groups, profiles, and three-quarter views.
	3.1.8 Create compositions from life, memory, fantasy, still life, landscape, interiors, or architecture.

Grade Level: 9-12 Page 2

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.1.9 Demonstrate an understanding of basic characteristics of a variety of media (e.g., pencil, charcoal, pastels, tempera, watercolor, acrylics, oil, ink).
	3.1.10 Develop personal style in drawing and painting.
	3.1.11 Use drawing and painting tools, equipment and materials appropriately and safely.
	3.1.12 Demonstrate ability to effectively present completed work (crop, mount, mat).
	3.1.13 Compile portfolio of quality work.

Grade Level: 9-12 Page 3

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create compositions which consider the art elements in relation to the design principles.
	3.2.2 Consider concepts of perception, observation, creativity, and evaluation in own work.
	3.2.3 Demonstrate understanding of the basic processes of printmaking (e.g., relief, intaglio, collograph, and stencil).
	3.2.4 Create prints using one or more of the basic processes of printmaking.
	3.2.5 Demonstrate an understanding of the process of registration in printmaking.
	3.2.6 Create prints which involve one or more registrations.
	3.2.7 Develop personal style in printmaking.
	3.2.8 Use printmaking materials, tools, and equipment appropriately and safely.
	3.2.9 Demonstrate ability to effectively present completed work (sign, number, mat).
	3.2.10 Compile a portfolio of quality work.

Grade Level: 9-12

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture which considers the art elements in relation to the design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in own work.
	3.3.3 Demonstrate an understanding of the basic sculpture processes (e.g., additive, subtractive, manipulative, and replacement) including relief and kinetic.
	3.3.4 Create sculpture using one or more of the basic sculpture processes (including relief and kinetic).
	3.3.5 Develop personal style in making sculpture.
	3.3.6 Use sculpture materials, tools, and equipment appropriately and safely.
	3.3.7 Demonstrate the ability to effectively present completed work (finishing, mounting).
	3.3.8 Compile photographs of quality work for portfolio.

Grade Level: 9-12

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create fine crafts which consider the art elements in relation to the design principles.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.4.3 Demonstrate an understanding of basic ceramic processes (e.g., pinch, coil, slab, wheel throwing).
	3.4.4 Create handbuilt ceramic pieces using one or more basic processes.
	3.4.5 Explore the wheel thrown method of creating ceramic pieces.
	3.4.6 Demonstrate an understanding of a variety of methods of finishing and firing ceramic pieces.
	3.4.7 Use one or methods of finishing and firing ceramic pieces.
	3.4.8 Demonstrate an understanding of a variety of weaving techniques and materials.
	3.4.9 Create woven pieces using one or more techniques and materials.
	3.4.10 Demonstrate an ability to compare and contrast traditional and contemporary fine crafts.
	3.4.11 Develop personal style in fine craft making.

Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.4.12 Use fine craft materials, tools, and equipment appropriately and safely.
	3.4.13 Demonstrate an ability to effectively present completed work (hanging mounting).
	3.4.14 Compile photographs of quality work for portfolio.
3.5 Demonstrate an ability to communicate about art.	3.5.1 Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticism.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize universal use of art to communicate beyond the written and spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind beyond the written and spoken word.
	4.1.3 Recognize well-known artists and their work from the major periods of art history.
	4.1.4 Describe characteristics of the major periods of art history.
	4.1.5 Describe characteristics of art from other cultures.
	4.1.6 Recognize well-known artists of today and their work.
	4.1.7 Use art vocabulary to discuss her/his work and the work of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts II

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Demonstrate an awareness of a variety of ways that individuals derive pleasure from creating works of art.
	5.1.2 Identify ways in which s/he derives pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Demonstrate an awareness of a variety of ways that individuals make a living from creating works of art.

Visual Arts III Outline

1. Develop positive attitudes about her/himself, about others, and about art.

    1.1 Demonstrate positive attitudes about her/himself.
    1.2 Accept work of others.
    1.3 Be eager to do and see art.

2. Develop the concepts necessary for understanding and producing art.

    2.1 Demonstrate an understanding of the basic elements of art.
    2.2 Demonstrate an understanding of the design principles.
    2.3 Demonstrate an understanding of the role personal perception and observation play in art.
    2.4 Demonstrate an understanding of the role creativity plays in art.
    2.5 Demonstrate an understanding of the role evaluation/critique plays in art.

3. Develop the skills necessary for understanding and producing art.

    3.1 Demonstrate skill and understanding in drawing and painting processes.
    3.2 Demonstrate skill and understanding in printmaking processes.
    3.3 Demonstrate skill and understanding in sculpture processes.
    3.4 Demonstrate skill and understanding in fine craft processes.
    3.5 Demonstrate ability to communicate about art.

4. Develop knowledge and appreciation of art in the past and present.

    4.1 Demonstrate knowledge and appreciation of art in the past and present.

5. Develop an awareness of art as an avocation and profession.

    5.1 Demonstrate an awareness of art as an avocation.
    5.2 Demonstrate an awareness of art as a profession.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 1: The learner will develop positive attitudes about her/himself, about others, and about art.

Objectives		Measures	
1.1	Demonstrate positive attitudes about her/himself.	1.1.1	Show confidence in her/his abilities.
		1.1.2	Realize her/his limitations and abilities.
		1.1.3	Accept responsibility for her/his work.
1.2	Accept work of others.	1.2.1	Show acceptance of others' work as a unique expression of themselves.
		1.2.2	Respect others' rights, ideas, and opinions.
1.3	Be eager to do and see art.	1.3.1	Exhibit an interest in producing and seeing art.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.1 Demonstrate an understanding of the basic elements of art.	2.1.1 Demonstrate knowledge of color theory.
	2.1.2 Use color selectively in her/his work.
	2.1.3 Demonstrate knowledge of the dynamics of line.
	2.1.4 Use line selectively in her/his work.
	2.1.5 Demonstrate knowledge of the dynamics of shape and form.
	2.1.6 Use shape and form selectively in her/his work.
	2.1.7 Demonstrate knowledge of the dynamics of texture.
	2.1.8 Use texture selectively in her/his work.
	2.1.9 Demonstrate knowledge of the dynamics of space.
	2.1.10 Use space selectively in her/his work.
	2.1.11 Demonstrate personal style in using the basic elements of art.

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.2 Demonstrate an understanding of the design principles.	2.2.1 Demonstrate knowledge of the principles for achieving a successful composition.
	2.2.2 Apply design principles in her/his work (e.g., drawings, paintings, sculpture, photography, filmaking, jewelry, electronic art).
	2.2.3 Selectively balance work.
	2.2.4 Selectively unify work.
	2.2.5 Selectively achieve variety in work.
	2.2.6 Selectively create focus of interest in work.
	2.2.7 Selectively achieve movement in work.
	2.2.8 Demonstrate personal style in applying the design principles.
2.3 Demonstrate an understanding of the role personal perception and observation play in art.	2.3.1 Demonstrate sensing beyond purely visual observation.
	2.3.2 Demonstrate trusting own intuitive perceptions (intuition as a way of knowing).
	2.3.3 Use art elements to express ideas, feelings, and perceptions.
	2.3.4 Compare and contrast visual qualities and characteristics in own work and the work of others.
	2.3.5 Identify how works of art are produced.

Grade Level: 9-12

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 2: The learner will develop the concepts necessary for understanding and producing art.

Objectives	Measures
2.4 Demonstrate an understanding of the role creativity plays in art.	2.4.1 Create work which does not rely on copying or tracing.
	2.4.2 Demonstrate an understanding that creating a piece of art is a design problem for which individuals find individual solutions which are influenced by personal perceptions, observations, experiences, creativity, ability, application of media, manipulation of elements.
	2.4.3 Demonstrate an understanding of the necessity of design problem recognition prior to problem solving.
	2.4.4 Create individual solutions to design problems.
	2.4.5 Demonstrate flexibility in relating creative effort to organized thought.
	2.4.6 Recognize creative effort as a means to an end rather than an end in itself.
2.5 Demonstrate an understanding of the role evaluation/critique plays in art.	2.5.1 Justify, orally and in writing, her/his aesthetic judgments concerning the many forms of art.
	2.5.2 Prepare a constructive evaluation of her/his own art work.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.1 Demonstrate skill and understanding in drawing and painting processes.	3.1.1 Create compositions which consider the art elements in relation to the design principles.
	3.1.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.1.3 Demonstrate understanding of value gradation and surface treatment (e.g., shading, mixing, blurring, wash, stippling, dry brush, pointillism).
	3.1.4 Create varying value gradations and surface treatments in own work.
	3.1.5 Demonstrate understanding of perspective (one-point and two-point convergence, diminution, overlapping, foreshortening).
	3.1.6 Use perspective in her/his work.
	3.1.7 Render figures from life with consideration given to proportion and form in portraits, contours, gesture, motion (bending, twisting, sitting), groups, profiles, and three-quarter views.
	3.1.8 Create compositions from life, memory, fantasy, still life, landscape, interiors, or architecture.

Grade Level: 9-12

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.1.9 Demonstrate understanding of basic characteristics of a variety of media (e.g., pencil, charcoal, pastels, tempera, watercolor, acrylics, oil, ink).
	3.1.10 Develop personal style in drawing and painting.
	3.1.11 Use drawing and painting tools, equipment, and materials appropriately and safely.
	3.1.12 Demonstrate ability to effectively present completed work (crop, mount, mat).
	3.1.13 Compile a portfolio of quality work.

Grade Level: 9-12

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.2 Demonstrate skill and understanding in printmaking processes.	3.2.1 Create compositions which consider the art elements in relation to the design principles.
	3.2.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.2.3 Demonstrate understanding of the basic processes of printmaking (e.g., relief, intaglio, collograph, and stencil).
	3.2.4 Create prints using one or more basic process of printmaking.
	3.2.5 Demonstrate an understanding of the process of registration in printmaking.
	3.2.6 Create prints which involve one or more registrations.
	3.2.7 Develop personal style in printmaking.
	3.2.8 Use printmaking materials, tools, and equipment appropriately and safely.
	3.2.9 Demonstrate an ability to effectively present completed work (sign, number, mat).
	3.2.10 Compile a portfolio of quality work.

Grade Level: 9-12

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.3 Demonstrate skill and understanding in sculpture processes.	3.3.1 Create sculpture which considers the art elements in relation to the design principles.
	3.3.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.3.3 Demonstrate understanding of the basic sculpture processes (e.g., additive, subtractive, manipulative, and replacement) including relief and kinetic.
	3.3.4 Create sculpture using one or more of the basic sculpture processes (including relief and kinetic).
	3.3.5 Develop personal style in making sculpture.
	3.3.6 Use sculpture materials, tools and equipment appropriately and safely.
	3.3.7 Demonstrate an ability to effectively present completed work (finishing, mounting).
	3.3.8 Compile photographs of quality work for portfolio.

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
3.4 Demonstrate skill and understanding in fine craft processes.	3.4.1 Create fine crafts which consider the art elements in relation to the design principles.
	3.4.2 Consider concepts of perception, observation, creativity, and evaluation in her/his work.
	3.4.3 Demonstrate an understanding of basic ceramic processes (e.g., pinch, coil, slab, wheel throwing).
	3.4.4 Create handbuilt ceramic pieces using one or more basic processes.
	3.4.5 Explore the wheel thrown method of creating ceramic pieces.
	3.4.6 Demonstrate an understanding of a variety of methods of finishing and firing ceramic pieces.
	3.4.7 Use one or more methods of finishing and firing ceramic pieces.
	3.4.8 Demonstrate an understanding of a variety of weaving techniques and materials.
	3.4.9 Create woven pieces using one or more techniques and materials.
	3.4.10 Demonstrate an ability to compare and contrast traditional and contemporary fine crafts.

Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 3: The learner will develop the skills necessary for understanding and producing art.

Objectives	Measures
	3.4.11 Develop personal style in fine craft making.
	3.4.12 Use fine craft materials, tools, and equipment appropriately and safely.
	3.4.13 Demonstrate ability to effectively present completed work (hanging, mounting).
	3.4.14 Compile photographs of quality work for portfolio.
3.5 Demonstrate an ability to communicate about art.	3.5.1 Use art vocabulary to express knowledge, opinions, judgments, preferences, and criticisms.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 4: The learner will develop knowledge and appreciation of art in the past and present.

Objectives	Measures
4.1 Demonstrate knowledge and appreciation of art in the past and present.	4.1.1 Recognize universal use of art to communicate beyond the written and spoken word.
	4.1.2 Recognize the historical value of art in recording the history of mankind beyond the written and spoken word.
	4.1.3 Recognize well-known artists and their work from the major periods of art history.
	4.1.4 Describe characteristics of the major periods of art history.
	4.1.5 Describe characteristics of art from other cultures.
	4.1.6 Recognize well-known artists of today and their work.
	4.1.7 Use art vocabulary to discuss her/his work and the work of others.

ARTS EDUCATION
VISUAL ARTS

Grade Level: 9-12 Skills/Subject Area: Visual Arts III

COMPETENCY GOAL 5: The learner will develop an awareness of art as an avocation and as a profession.

Objectives	Measures
5.1 Demonstrate an awareness of art as an avocation.	5.1.1 Demonstrate an awareness of a variety of ways that individuals derive pleasure from creating works of art.
	5.1.2 Identify ways in which s/he derives pleasure from creating works of art.
5.2 Demonstrate an awareness of art as a profession.	5.2.1 Demonstrate an awareness of a variety of ways that individuals make a living from creating works of art.

FOLK ARTS

PURPOSE AND OVERVIEW

The inclusion of folk arts in the public school curriculum is a new thrust for the state of North Carolina. When first introduced as a program, the term folk arts adequately expressed the program's major concerns. Yet current practice among folklorists promotes the use of the term folklife rather than folk arts. Folklife refers to the traditional ways by which a community expresses its shared way of life. It encompasses a variety of cultural expressions including traditional music, dance, visual arts, crafts, rituals, architecture, foodways, customary work practices, and oral literature such as storytelling, legends, and oral histories. Hence this document will reflect current practice and use the term folklife, with its broader implication, and also refers specifically to traditional performing and visual arts as folk arts.

The traditional arts are the first arts that we encounter. We begin to appreciate and participate in folk arts as family and community members because every group bound together by common interests and purpose, whether educated or uneducated, rural or urban, possesses a body of traditions which may be called its "lore". The major objective of the folk arts curriculum is two-fold. First, it attempts to help students identify and discover their families' and/or region's rich cultural heritage, thus giving them a new awareness of and appreciation for their personal and community's traditions. Second, by exploring the lore from the broad span of history and from varied cultures and ethnic groups, students develop an empathy for another's situations.

Family folklore such as stories, expressions, and traditions that characterize family life and children's folklife such as neighborhood and backyard games, fantasy play, riddles, jokes, dances, etc., that characterize children's play are two folklife genres that young children bring into classroom situations with them. These two genres become the foundation on which students begin a sequential folklife program of progression that builds on an ever-widening spiral of skills and concepts.

Ultimately, folk arts education provides students with the necessary vehicle to become immersed in the entire folk process. The folk process is the method by which members of a folk group learn and pass on traditions, customs, beliefs, and ways of doing things. Becoming involved in this process of observing, talking, and listening, students appreciate their roots and, thus, everyone's heritage and culture is enhanced.

COURSE OF STUDY

K-8 General Folk Arts
9-12 Introduction to Folklife

The Folk Arts curriculum:

- is designed for statewide use.
- is not correlated with any textbook and does not restrict the use of any relevant textbook or program materials.
- encourages the development of a series of offerings suitable to varied student abilities.
- provides for flexibility in local curriculum development.

Though the Folk Arts curriculum is not a part of the State-funded basic education program, many school districts do offer such a program as well as electives appropriate for this instructional area. Such electives may include: Oral Traditions, Performance, and Folk Art; Material Culture; Custom, Belief, and Ritual; Family Life; Religious and Secular Festival and Drama.

GRADES K-3

Major Emphases

The use of folk arts at the K-3 level enhances children's natural curiosity and enthusiasm to know about their culture and heritage. Emphasis is placed on folk arts activities that directly involve children and that are based on the interests and knowledge that the children bring to class. Specifically, family folklore such as the stories, expressions, traditions, and crafts that characterize family life and children's folklife such as neighborhood and backyard games and dances, fantasy play, riddles, jokes, songs, etc., that characterize children's play; should provide the foundation for all activities. Exploratory activities drawn from these two genres should spark children's curiosity about their culture and the culture of their peers.

Much of the work done in kindergarten and first grade is related to helping children interact in a socially productive way with peers; therefore, stress should be placed on getting children to share information about their family lore with classmates.

During this time, the creative, cognitive, and aesthetic processes are approached in folk arts through various avenues. A paramount instructional goal at this level is helping children become cognizant of the folk process that surrounds all of us. Quite simply, the folk process is vigorously involving them in activities that stimulate an interest in their own culture and that of others. Children begin to identify those traditions, customs, beliefs, and ways of doing things that are acquired through observation, discussion, and listening. In other words, they become immersed in the folk process.

Because folk arts in the public schools is a community-based program that makes extensive use of family and community resources, it is important that the children begin to acquire basic field work skills. The use of tape recorders or cassette recorders is introduced as aids to recording traditions and customs from older members of their families. By third grade, children should be able to summarize data collected on media equipment and give simple bibliographic information about the collected data.

In all the folk arts experiences, children are helped to become aware of the elements of culture and those elements' importance as a link to their heritage.

Grade K Outline

1. Develop a positive attitude toward her/his own culture.

    1.1 Participate willingly in classroom activities and discussions about the family.
    1.2 Develop a sense of family pride and integrity.

2. Develop a positive attitude toward the culture of others.

    2.1 Show tolerance of others and recognize their work.

3. Develop a positive attitude toward folk arts as a human experience.

    3.1 Understand that different families have different lore, such as customs, crafts, ways of doing things, etc.

4. Develop a positive attitude toward folk arts as an art form.

    4.1 Understand that folk art is created by individuals either working together or independently.

5. See her/himself as a part of many groups: the family, the religious organizations or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Identify immediate family members.

6. Identify with and/or acknowledge the influence of a variety of groups.

    6.1 Recognize the importance of sharing family narratives, songs, rhymes, etc. in classroom discussions.

7. Develop a sense of time and chronology with regard to the stability and change of culture.

    7.1 Understand the difference between information and knowledge acquired from people versus information and knowledge learned from books, TV, and/or formal instruction.

8. Acquire a body of knowledge about North Carolina and/or United States's folklife.

    8.1 Be aware of social customs associated with an extended group to which one belongs.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

    9.1 Show an interest in books and materials about heritage and traditions.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Follow oral directions.

ARTS EDUCATION
FOLK ARTS

Grade Level: K Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives		Measures	
1.1	Participate willingly in classroom activities and discussions about family life.	1.1.1	Share with the class a favorite nursery rhyme learned from a family member.
1.2	Develop a sense of family pride and integrity.	1.2.1	Draw a picture or talk about a family holiday celebration s/he enjoys.

ARTS EDUCATION
FOLK ARTS

Grade Level: K   Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives	Measures
2.1 Show tolerance of others and recognize their work.	2.1.1 Share with the class a favorite nursery rhyme, song, or jump rope verse learned from peers.

ARTS EDUCATION
FOLK ARTS

Grade Level: K Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk arts as a human experience.

Objectives	Measures
3.1 Understand that different families have different lore, such as customs, crafts, and ways of doing things.	3.1.1 Listen to the lore of classmates such as a nursery rhyme, family song, or jump rope verse.

ARTS EDUCATION
FOLK ARTS

Grade Level: K

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand that folk art is created by individuals either working together or independently.	4.1.1 When given pictures of five traditional artifacts from the child's culture, discuss their use or purpose.

ARTS EDUCATION
FOLK ARTS

Grade Level: K

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national and global communities.

Objectives	Measures
5.1 Identify immediate family members	5.1.1 Draw a picture of the family group.
	5.1.2 Correctly identify family members by name and title.
	5.1.3 Bring pictures from home or draw pictures from memory of parents, grandparents, family home, or treasured toys given to child by an older family member.
	5.1.4 Recite jump rope verse, counting songs, or rhymes taught to child by family member.

ARTS EDUCATION
FOLK ARTS

Grade Level: K Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives		Measures	
6.1	Recognize the importance of sharing her/his family narratives, songs, or rhymes in classroom discussions.	6.1.1	Recall stories, rhymes, or dances, that child has learned from one or more members of her/his family.

ARTS EDUCATION
FOLK ARTS

Grade Level: K

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives	Measures
7.1 Understand the difference between information and knowledge acquired from people versus information and knowledge learned from books, TV, and/or formal instruction.	7.1.1 After discussion by the teacher and examples of information that we learn only in the family unit, i.e., significance of family name, a favorite recipe, how to play a game or sing a special song and information we learn from formal instruction and from TV, give an example of information that s/he has learned from family versus an example of similar information that s/he learned from TV or books. 7.1.2 When given a series of five pictures, identify verbally examples of types of information s/he acquires from TV, and kinds of information that only her/his family can teach her/him.

ARTS EDUCATION
FOLK ARTS

Grade Level: K

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about North Carolina and/or United States' folklife.

Objectives	Measures
8.1 Demonstrate an understanding of orally transmitted lore: a. family traditions b. superstition c. original stories	8.1.1 Dictate or draw a picture of a story told to her/him by a family member.
8.2 Demonstrate an understanding of a social custom associated with her/his family.	8.2.1 Recite or draw a picture of a favorite family holiday celebration.

ARTS EDUCATION
FOLK ARTS

Grade Level: K Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Show an interest in books and materials about heritage and tradition.	9.1.1 Recite a short story about a local or national folk hero that has been read or told to her/him.
	9.1.2 Identify source of tale, dance, or rhyme that s/he learned from a family member.

ARTS EDUCATION
FOLK ARTS

Grade Level: K

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Follow oral directions.	10.1.1 Demonstrate memory of a ballad or tale to teacher's satisfaction.

Grade 1 Outline

1. Develop a positive attitude toward her/his culture.
    - 1.1 Participate willingly in classroom activities and discussions about family and community lore.
    - 1.2 Develop a sense of personal pride and integrity about family and community lore.
    - 1.3 Exhibit confidence through uninhibited personal involvement.
2. Develop a positive attitude toward the culture of others.
    - 2.1 Show tolerance of peers and recognize their work.
    - 2.2 Work well with others.
3. Develop a positive attitude toward folk art as a human experience.
    - 3.1 Understand that different people have different lore such as customs, crafts, and ways of doing things.
    - 3.2 Understand that an individual's and/or group's lore is a product of their heritage.
4. Develop a positive attitude toward folk art as an art form.
    - 4.1 Understand that folk art is created by individuals either working together or independently to produce a desired effect.
5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.
    - 5.1 Identify group, other than family unit, that s/he belongs to.
6. Identify with and/or acknowledge the influence of a variety of groups.
    - 6.1 Recognize the importance of her/his contributions of songs, dances, crafts, rhymes, etc., learned from a group to classroom discussions.
7. Develop a sense of time and chronology with regard to the stability and change of culture.
    - 7.1 Demonstrate an understanding of time sequence.
8. Acquire a body of knowledge about North Carolina and/or United States's folklife.
    - 8.1 Be aware of social customs associated with an extended group to which one belongs.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

    9.1 Show an interest in books and materials about her/his heritage and the heritage of others.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Follow oral directions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives		Measures	
1.1	Participate willingly in classroom activities and discussions about family and community lore.	1.1.1	Share with the class a favorite nursery rhyme, song, jump rope verse learned from a peer.
1.2	Develop a sense of personal pride and integrity about family and community lore.	1.2.1	Draw a picture or talk about a community holiday celebration.
1.3	Exhibit confidence through uninhibited personal involvement.	1.3.1	Share freely with others family narrations in the classroom setting.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives		Measures	
2.1	Show tolerance of peers and recognize their work.	2.1.1	Share with the class a favorite nursery rhyme, song, jump rope verse learned from a peer.
2.2	Work well with others.	2.2.1	Participate in traditional group song and story sessions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.1 Understand that different people have different lore such as customs, crafts, ways of doing things.	3.1.1 Listen to the lore of classmates such as nursery rhymes, songs, jump rope verse, and discuss with teacher one way that it differs from hers/his.
3.2 Understand that an individual's and/or group's lore is a product of their heritage.	3.2.1 After listening to a story or viewing a film about a folk tradition from a culture very different from hers/his, discuss how the folk tradition differs from hers/his.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand that folk art is created by individuals either working together or independently to produce a desired effect.	4.1.1 After a discussion and/or filmstrip about a region's or folk group's artifacts and/or crafts, correctly match an artifact and/or craft to its usage.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Identify a group, other than family unit, that s/he belongs to.	5.1.1 Draw a picture of at least one group, with the exception of the family, that to which s/he belongs.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 — Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Recognize the importance of her/his contributions of songs, dances, or rhymes learned from a group to classroom discussions.	6.1.1 Repeat from memory stories, rhymes, or dances, that s/he has learned from a group other than family.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change in culture.

Objectives	Measures
7.1 Demonstrate an understanding of time sequence.	7.1.1 Use accurately such indefinite time concepts as future, long ago, before, and after.
	7.1.2 Given a set of three photographs, identify scenes depicting past, present, and future.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about North Carolina or United States folklife.

Objectives		Measures	
8.1	Be aware of social customs associated with the extended group to which s/he belongs.	8.1.1	Draw a picture of one or more features of the way a group or community celebrates a particular holiday.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Show an interest in books and materials about her/his heritage and the heritage of others.	9.1.1 Recite a short story about a community folk hero or legend about a community site that has been read or told to her/him.
	9.1.2 Identify source of a tale, dance, or rhyme about community that s/he learned from someone in the community.

ARTS EDUCATION
FOLK ARTS

Grade Level: 1 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Identify an informant from family group that can be described as a tradition bearer.	10.1.1 Interview a member of the family on a given topic (e.g., how we celebrate Easter, games informant played as a child) and talk about what s/he learned to the teacher and/or class.
	10.1.2 Ascertain the meaning of "tradition bearer," and select the person most representative of a "tradition bearer" from family members interviewed.

Grade 2 Outline

1. Develop a positive attitude toward her/his culture.
    - 1.1 Exhibit confidence in her/his personal contributions to the class.
    - 1.2 Display independence.
2. Develop a positive attitude toward the culture of others.
    - 2.1 Work well with others.
    - 2.2 Show tolerance of others' folk traditions.
3. Develop a positive attitude toward folk arts as a human experience.
    - 3.1 Understand that an individual's and/or group's lore reflects their heritage.
    - 3.2 Understand that an individual's and/or group's lore is a valid way of communication.
4. Develop a positive attitude toward folk arts as an art form.
    - 4.1 Understand that folk art is created by individuals either working together or independently to produce a desired effect.
    - 4.2 Understand that folk art can be utilitarian or aesthetic.
5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.
    - 5.1 Distinguish between traditional and nontraditional.
    - 5.2 Understand the meaning of groups--primary and extended.
6. Identify with and/or acknowledge the influence of a variety of groups.
    - 6.1 Understand the concept of folk group and folk culture.
    - 6.2 Recognize the importance of her/his contributions from a folk group to which s/he belongs to a classroom discussion (e.g., narratives, songs, dances, rhymes, crafts).
7. Develop a sense of time and chronology with regard to the stability and change of culture which is the folk process.
    - 7.1 Demonstrate a chronological understanding of her/his immediate ancestors.
    - 7.2 Grow in the capacity to understand the sequence of folk traditions--the relationship of things in the past to the present and future.

8. Acquire a body of knowledge about North Carolina and/or United States's folklife.

    8.1 Demonstrate a basic understanding of material culture.
    8.2 Demonstrate an understanding of two genres from the performing folk arts category.

9. Select and use appropriate materials to gain information about her/his heritage and the heritage of others.

    9.1 Select and use printed material for fieldwork research.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Follow written directions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes toward her/his culture.

Objectives	Measures
1.1 Exhibit confidence in her/his personal contribution to the class.	1.1.1 Share freely with others, family and community lore in the classroom setting.
1.2 Display independence.	1.2.1 Initiate or volunteer to share stories, dances, and rhymes that s/he brings to the school setting from home and community.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives	Measures
2.1 Work well with others.	2.1.1 Participate, to teacher satisfaction, in oral and written exchanges of family and community lore.
2.2 Show tolerance of others' folk traditions.	2.2.1 Cooperate with others by sharing their folk ballads, dances, and crafts.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk arts as a human experience.

Objectives	Measures
3.1 Understand that an individual's and/or group's lore reflects her/his heritage.	3.1.1 Given an example of an artifact, craft, song, dance from a specific folk group and a simple description of its significance, identify the group.
3.2 Understand that an individual's and/or group's lore is a valid way of communicating.	3.2.1 Employ body movement, facial expressions, or gestures to portray a character or situation related to a group's folklore.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand that folk art is created by individuals either working together or independently to produce a desired effect.	4.1.1 Gain knowledge of a region's folklore through lecture, discussion, or film, then point out in oral lore, dance, or music, the best example of that region's folklore traditions.
4.2 Understand that folk art can be utilitarian and aesthetic.	4.2.1 When given a series of traditional artifacts or crafts, identify the differences between the aesthetic and utilitarian uses.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Distinguish between traditional and nontraditional.	5.1.1 When given age-appropriate examples of songs, dances, rhymes, crafts, and stories that have a traditional or nontraditional source, identify those which are traditional.
	5.1.2 After a classroom discussion of several folklife genres and sharing examples of these genres with teacher and classmates:
	a. Decide on a genre that s/he especially enjoys and think of two questions about that genre that s/he would like to ask her/his parents or another family member.
	b. Conduct a question and answer session with a family member about that genre and report the results of the session to teacher and class.
	c. Demonstrate that s/he understands the relationship between the informant's lore and her/his own.
	d. Classify the informant as either an active or passive tradition bearer and explain the reasons for her/his classification.
5.2 Understand the meaning of groups--primary and extended.	5.2.1 When given a list of twenty community groups, indicate those to which s/he belongs.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Understand the concept of folk group and folk culture.	6.1.1 When given descriptions of various groups, classify those that have the characteristics of folk groups and those that do not.
	6.1.2 Describe at least one folk group that s/he belongs to, and explain the reasons for her/his description.
6.2 Recognize the importance of her/his contributions from a folk group to which s/he belongs to a classroom discussion (e.g., narrative, songs, dances, rhymes, crafts).	6.2.1 After listening to an introductory discussion on folk groups, a. Choose a folk group that s/he belongs to. b. Develop at least three questions about the lore of that group that s/he wants to ask members of the group. c. Share with classmates in writing, verbally, or by drawing a picture of a representative sample of the lore of this group that s/he remembers.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.1	Demonstrate a chronological understanding of her/his immediate ancestors.	7.1.1	Arrange in chronological order a series of personal experiences.
		7.1.2	Arrange in chronological order a series of ancestral experiences.
7.2	Grow in the capacity to understand the sequence of folk traditions, the relationship of things in the past to the present and future.	7.2.1	Match age-appropriate folklife examples, such as crafts and dances to contemporary examples.

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about North Carolina and/or United States folklife.

Objectives		Measures	
8.1	Demonstrate a basic understanding of material culture.	8.1.1	Identify, when possible, an active producer of material culture from her/his family or community.
		8.1.2	When given a series of five photographs, classify those photographs that depict an item of material culture and those that do not.
8.2	Demonstrate an understanding of two genres from the performing folk arts category.	8.2.1	Cite an example of a folk song or dance that s/he remembers from play with peers or family celebrations.

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Select and use printed material for fieldwork research.	9.1.1 Given a folklife genre, select an encyclopedia to supplement research.

ARTS EDUCATION
FOLK ARTS

Grade Level: 2 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Follow written instructions.	10.1.1 When given a list of basic interview guidelines, follow the guides in an interview session with a classmate.

Grade 3 Outline

1. Develop a positive attitude toward her/his own culture.

    1.1 Recognize the significance of her/his own contributions.
    1.2 Be aware of capabilities and limitations.

2. Develop a positive attitude toward the culture of others.

    2.1 Work well with others.
    2.2 Show tolerance of others' folk traditions.
    2.3 Realize that all people are unique and have different folk traditions.

3. Develop a positive attitude toward folk arts as a human experience.

    3.1 Understand that an individual's and/or group's lore reflects their heritage.
    3.2 Understand that an individual's and/or group's lore is a valid way of communicating.
    3.3 Understand that an individual's and/or group's lore can be influenced by that of another group and/or individual.

4. Develop a positive attitude toward folk arts as an art form.

    4.1 Understand that folk art can be utilitarian and aesthetic.
    4.2 Understand folk art as a creative art form.

5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Appreciate the value of family lore.

6. Identify with and/or acknowledge the influence of a variety of groups.

    6.1 Participate willingly in classroom discussions about family life.
    6.2 Develop a sense of pride and satisfaction in her/his family's folklife.

7. Develop a sense of time and chronology with regard to the stability and change of culture, the folk process.

    7.1 Relate her/his extended family's lore to self.
    7.2 Grow in the capacity to understand the sequence of folk traditions--the relationship of things and people in the past to the present and future.

8. Acquire a body of knowledge about North Carolina and/or United States's folklife.

    8.1 Be aware of the two folklife arenas, the public and the private, and relate these two distinctions to a variety of folklife genres such as performing folk arts, family folklife, material culture, etc.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

    9.1 Select and use video equipment to aid in field research.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Follow oral and written instructions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his own culture.

Objectives		Measures	
1.1	Recognize the significance of her/his own contributions.	1.1.1	Freely share aspects of her/his folk heritage with others.
1.2	Be aware of capabilities and limitations.	1.2.1	Recognize dances or crafts, that are too difficult for her/him to perform or recreate.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives		Measures	
2.1	Work well with others.	2.1.1	Participate, to teacher satisfaction, in oral and written exchanges of family and community lore.
2.2	Show tolerance of others' folk traditions.	2.2.1	Cooperate with others by participating in their folk ballads, dances, crafts.
2.3	Realize that all people are unique and have different folk traditions.	2.3.1	Study rhymes, songs, or artifacts characteristic of a folk group different from her/his own, then point out the similarities and differences in the folk cultures of each.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk arts as a human experience.

Objectives	Measures
3.1 Understand that an individual's and/or group's lore reflects their heritage.	3.1.1 When given an example of an artifact, craft, song, or dance, from a specific folk group and a simple description of its significance, identify the group.
3.2 Understand that an individual's and/or group's lore is a valid way of communicating.	3.2.1 Employ body movement, facial expressions, or gestures to portray a character or situation related to a group's folklore.
3.3 Understand that an individual's and/or group's lore is influenced by that of another individual and/or group.	3.3.1 Analyze the extent to which two specific folk groups' lore influence each other: a. Describe cultural influence or the lack of it. b. Assign reasons for the cultural influence or lack of it.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand that folk art can be utilitarian and aesthetic.	4.1.1 Distinguish between samples of folk art, those that are primarily utilitarian in function and those that are aesthetic.
4.2 Understand folk art as a creative art form.	4.2.1 Be aware of the spontaneous nature of folk art.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the value of family lore.	5.1.1 After a class discussion of family traditions, write a one paragraph description or discuss verbally with classmates, a family tradition that s/he especially enjoys.
	5.1.2 Verbally share with the class a family story or narrative.
	5.1.3 After listening to a series of classmates' family stories, analyze a story to determine: a. What makes it funny or serious? b. What determines whether a family member is a good informant?

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives		Measures	
6.1	Participate willingly in classroom discussions about family life.	6.1.1	Either in a group or one-on-one with another student, share at least one example that s/he has learned from family members of a folk genre specified by the teacher.
6.2	Develop a sense of pride and satisfaction in her/his family's folklife.	6.2.1	Volunteer a rhyme, song, dance, or recipe, learned from family members.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives	Measures
7.1 Relate her/his family's lore to self.	7.1.1 After interviewing several family members and using at least one library reference book, write a one paragraph essay on her/his family's last name. This essay should include: a. its origin; b. its meaning; c. the nature of any changes in name that occurred from the old country to here; and d. some stories about the name change.
7.2 Grow in the capacity to understand the sequence of folk traditions--the relationship of things and people in the past to the present and future.	7.2.1 Identify the chronology of variants, the order, and time line of a specific folk genre.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about North Carolina and/or United States folklife.

Objectives	Measures
8.1 Be aware of the two folklife arenas, the public and the private, and relate these two distinctions to a variety of folklife genres: performing folk arts, family folk life, material culture.	8.1.1 Select a type of folklife (e.g., songs that tell stories) and collect it from family members or some other folk group (scout troop, classmates). A report should be made to the class that will include: a. Examples of songs, dances, or jokes, that are a part of the group's private arena. b. Examples of folklife that are a part of the group's public arena. c. At least two reasons that explain differences between "a" and "b".

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Select and use video equipment to aid in field research.	9.1.1 When given an interview topic, use equipment for listening, e.g., tape recorders or cassette players and recorders, in interviewing relatives about family lore.
	9.1.2 Restate information taken orally or on a tape or cassette recorder in one sentence or paragraph, naming the source orally or in writing.

ARTS EDUCATION
FOLK ARTS

Grade Level: 3 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Follow oral and written instructions.	10.1.1 When given a list of basic interview guidelines that are supplemented with oral teacher instructions, follow both oral and written directives in an interview with a classmate.

GRADES 4-6

Major Emphases

The sequential study of folk arts at this level should continue to build on and refine the student's knowledge about folklife which focuses on their culture, heritage, and traditional art. Since the student's ability to work independently is becoming progressively better at this time, the choice of activities and resources should reflect more independent involvement. Hence, opportunities should be available for students to more fully utilize community resources such as informants, artifacts, etc. available for an ever-expanding array of folklife genres. In addition, students begin to master increasingly more complex fieldwork techniques and tools. Folklife research books are introduced at this level.

In contrast to the K-3 years where importance is placed on sparking the interest of students in their own heritage and culture, the emphasis of folklife at the 4-6 level is on broadening the student's horizons about cultures other than their own. Consequently, the fourth grade emphasizes folklore from North Carolina and the southeastern United States. The fifth grade emphasizes folklore from the United States, Canada, and Latin America, while the sixth grade's emphasis is on European folklore.

At this level, the aesthetic awareness is heightened with more exposure to folklife through a wealth of literature. Students should be encouraged to read about other cultures' traditional dances, crafts, lore, and music.

The ability to sort out, understand, and convey customs and traditions from one's own heritage, as well as, the heritage of others is nurtured.

Grade 4 Outline: North Carolina Folklife

1. Develop positive attitudes toward her/his culture.

    1.1 Show independent behavior
    1.2 Be aware of capabilities and limitations.
    1.3 Respond freely to her/his thoughts, feelings, and ideas about her/his heritage.

2. Develop positive attitudes toward the culture of others.

    2.1 Realize that all persons are unique.
    2.2 Recognize individual differences in family and community lore that emphasize individual's uniqueness.

3. Develop a positive attitude toward folk art as a human experience.

    3.1 Understand that an individual's and/or group's lore is a valid way of communicating.
    3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.
    3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.
    3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.
    3.5 Understand folklife genres in their historical perspective.
    3.6 Comprehend the universality of folklife.

4. Develop a positive attitude toward folk art as an art form.

    4.1 Understand folk art as a creative art form.
    4.2 Understand folk art as a creative art form with many different forms and styles.
    4.3 Understand that contemporary art has its foundation in folk art.
    4.4 Understand folklife as a creative vehicle for cultural expression.
    4.5 Develop confidence in her/his own aesthetic judgment about folklife genres.

5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Appreciate the diversity of community, regional, national, and international folklife.
    5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.
    5.3 Identify the similarities and differences in the transfer of European, African, and Latin American folklife to the people of North Carolina and the entire United States.

6. Identify with and/or acknowledge the influence of a variety of groups.

    6.1 Understand the impact of occupational groups on her/his heritage.
    6.2 Understand the significance of various ethnic groups on her/his heritage and demonstrate knowledge about the folklife associated with these ethnic groups.
    6.3 Indicate an understanding of folklife genres from targeted regions of North Carolina.
    6.4 Understand the significance of folklife genres from targeted regions of North Carolina on her/his heritage and/or heritage of her/his community.

7. Develop a sense of time and chronology with regard to the stability and change of culture.

    7.1 Relate her/his roots to community, regional, national, and/or international folklife.
    7.2 Grow in the capacity to understand the sequence of folk traditions which is the relationship of things and people in the past to the present and future.
    7.3 Appreciate the influence of ideas and inventions in changing folklife genres in major regions of North Carolina.
    7.4 Understand the influence of major events in history on the creation of ethnic folklife in targeted regions of North Carolina.

8. Acquire a body of knowledge about North Carolina and/or United States folklife.

    8.1 Recognize the types of folklife associated with the three major regions of North Carolina.
    8.2 Cite examples of the five major types of folk music found in North Carolina.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

    9.1 Use specialized single volume reference books as secondary resources in preparation for field research.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Develop evaluative techniques.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop positive attitudes toward her/his culture.

Objectives	Measures
1.1 Show independent behavior.	1.1.1 Initiate or volunteer to share stories, dances, or rhymes that s/he brings to the school setting from home and community.
1.2 Be aware of capabilities and limitations.	1.2.1 When given a series of folk dances or crafts, evaluate those that s/he can physically perform or duplicate.
1.3 Respond freely to her/his thoughts, feelings, and ideas about her/his heritage.	1.3.1 Spontaneously use aspects of her/his folk heritage when relating to everyday situations.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop positive attitudes toward the culture of others.

Objectives		Measures	
2.1	Realize that all persons are unique.	2.1.1	When given a variety of folk songs or dances, identify those from folk groups other than her/his own.
2.2	Recognize individual differences in family and community lore which emphasize the individual's uniqueness.	2.2.1	Identify cultural, historical, and/or geographical changes that are associated with a specific folk group's lore.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 | Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.1 Understand that an individual's and/or group's lore is a valid way of communicating.	3.1.1 Discuss orally or in writing what a genre from a specific group in North Carolina communicates about their attitude toward women, children, work, and other groups.
3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.	3.2.1 Analyze the extent to which two specific folk groups prevalent in North Carolina, have influenced each others' lore. a. Describe cultural influences or the lack of them. b. Assign reasons for the cultural influence or lack of cultural influence.
3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.	3.3.1 When given a specific folk group common in North Carolina, categorize as cultural, historical, or geographical (or a combination of these) the appearance of variants within a given folklife genre.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.	3.4.1 When given a list of significant cultural precedents occurring in a specific region in North Carolina over a period of time, conduct library research to: a. Identify prominent ethnic groups within that region. b. Determine the influence of geography, significant historical events, and societal pressures, on the group's folklife. c. Compare and contrast the folklife of two distinct groups from different regions to determine the significance of cultural influences on specified folklife genres.
3.5 Understand folklife genres in their historical perspective.	3.5.1 Analyze the influence of an event in North Carolina's history on a specified folklife genre.
	3.5.2 Identify pertinent causes (antecedents) from the past on a significant current traditional genre in North Carolina.

Grade Level: 4

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.6 Comprehend the universality of folklife.	3.6.1 Identify major folklife genres prevalent in specified regions of North Carolina, when given brief but pertinent descriptions and examples of each one.
	3.6.2 State differences in the characteristics of specified folklife genres from North Carolina, Latin America, Africa, and Europe.
	3.6.3 State similarities in the functions of specified folklife genres from North Carolina, Latin America, Africa, Europe.
	3.6.4 Conclude from appropriate examples that folklife genres from various countries differ in form, theme, and content but they all have certain threads of similarity.
	3.6.5 Show cultural diffusion in folklife genres which are both examples and exceptions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand folk art as a creative art form.	4.1.1 Be aware of the spontaneous nature of folk art.
4.2 Understand folk art as a creative art form with many different forms and styles.	4.2.1 Compare and contrast the crafts, lore, and artifacts from one folk group in North Carolina with the crafts, lore, and artifacts of another folk group in the State.
	4.2.2 When given a targeted folk group, identify variants of a specified genre from pertinent descriptions and examples.
4.3 Understand that contemporary art has its foundation in folk art.	4.3.1 Identify pertinent influences (or antecedents) from the past on a significant contemporary artist or art form.
	4.3.2 Analyze the influence of a specified traditional genre prevalent in North Carolina on a contemporary art form.
	4.3.3 Cite similarities and differences between a traditional art genre prevalent in North Carolina, and a contemporary counterpart.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.4 Understand folklife as a creative vehicle for cultural expression.	4.4.1 Identify orally or in writing the symbolism and/or importance of a specific folk group's customs, rituals, or festivals and celebrations such as: a. christening b. births and birthdays c. deaths d. marriage e. puberty
4.5 Develop confidence in her/his own aesthetic judgment about folklife genres.	4.5.1 Recognize cultural preference in material culture, oral lore, custom, festivals, and celebrations.
	4.5.2 Discriminate knowledgeably among traditional genres prevalent in North Carolina, selecting and using those that are aesthetically pleasing to her/him.
	4.5.3 Explain reasons for her/his aesthetic judgment.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the diversity of community, regional, national, and international folklife.	5.1.1 After a class discussion on the genres of folklife especially prevalent in her/his community or region of North Carolina: a. Survey family and immediate community to find an informant to interview about at least two of the genres discussed. OR b. Conduct library research on at least two of the genres discussed. c. Create from family photos, local newspaper articles and pictures, and interviews with family and community members, a photo journal based on a local or regional example of oral lore.
5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.	5.2.1 When presented with a diversity of ethnic folklife prevalent in North Carolina (e.g., songs, crafts, dances, foodways) offer logical, nonjudgmental explanations as to the differences in style of folk traditions different from her/his.
	5.2.2 Increase, given age-appropriate examples, in the capacity to empathize or to understand that others may see things differently.

Grade Level: 4

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.3 Identify the similarities and differences in the transfer of European, African, and Latin American folklife to the peoples of North Carolina and the entire United States.	5.3.1 Indicate the nature and character of examples and exceptions in European, African and/or Latin American folklife.
	5.3.2 Evaluate instances of interdependence and/or influence among folklife genres of European, African, and/or Latin American countries and specific regions of the United States: a. Cite reasons for the influence and/or interdependence of certain ballads, dances, foodways, crafts, and verbal lore. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Understand the impact of occupational groups on her/his heritage.	6.1.1 After a class discussion on specified occupational groups prevalent in North Carolina: a. Conduct library research on occupational groups prevalent in her/his region of the state. b. Conduct a survey of family members and discuss with teacher and/or class at least one occupational group that a family member belongs to. c. Organize a list of at least five questions about that occupational group's folklife to ask a member of the group. d. Conduct the interview and report either in writing or orally a summary of the interview that includes at least one example of the group's lore, with informant and bibliographic data. 6.1.2 Prepare a one page report on at least one way that the occupational folklife discussed in the interview conducted in 6.1.1 has affected her/his life.

Grade Level: 4 Page 2

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.2 Understand the significance of various ethnic groups on her/his heritage and demonstrate knowledge about the folklife associated with these ethnic groups.	6.2.1 After a teacher-led discussion on the history and folklife of various ethnic groups found in North Carolina: a. Discuss in writing or verbally a folk custom that is important to her/his ethnic group's sense of identity. b. Choose a folklife genre such as music, dance, song, rhymes, foodways, or religious practices, and develop five questions about the genre to ask an informant from her/his ethnic group. c. Choose an informant and conduct an interview. d. Summarize the interview and present data to the class in verbal or written form.

Grade Level: 4

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.3 Indicate an understanding of folklife from targeted regions of North Carolina.	6.3.1 After a teacher-led discussion on the folklife of targeted regions of the State: a. Select at least one reference book from the school library on a folklife genre from a region in the State. b. Prepare a report to be either written or verbally presented on at least one folklife genre from that region. The report will include: (1) At least two influences that this genre has had on her/his heritage, or the heritage of her/his community or region. (2) An explanation for her/his choice of influences.
6.4 Understand the significance of folklife genres from specified regions of North Carolina on her/his own heritage and/or her/his community.	6.4.1 Evaluate examples of interdependence and/or influence among her/his heritage and culture and the heritage and culture of a specified region of North Carolina. a. Cite reasons for the influence and/or interdependence of specified folklife genres. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.1	Relate her/his roots to community, regional, national, and/or international folklife.	7.1.1	Identify by geographic region appropriately chosen examples of folklife from North Carolina and/or the southeast.
7.2	Grow in the capacity to understand the sequence of folk traditions, the relationship of things and people in the past to the present and future.	7.2.1	Place in chronological order appropriately chosen examples of folklife from North Carolina and the southeast.
7.3	Appreciate the influence of ideas and inventions in changing folklife genres in major regions of North Carolina.	7.3.1	Describe changes made in representative folklife genres in selected regions of North Carolina by such ideas as independence or nationalism and by inventions such as the press and telephone, and by innovations such as the railroad, steam engine, and space travel.
		7.3.2	Identify pertinent variants (or antecedents) of a specified folklife phenomenon in a major section of North Carolina.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives	Measures
7.4 Understand the influence of major events in time on the creation of ethnic folklife in selected regions.	7.4.1 Describe the impact of key historical events upon the ethnic folklife of people in selected regions of North Carolina.
	7.4.2 Explain accurately the reasons for carefully selected examples of ethnic folklife which represent a group's response to a cultural change.
	7.4.3 Place in order of popularity and chronology, selected examples of ethnic folklore from different regions of North Carolina.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about North Carolina and/or United States folklife.

Objectives	Measures
8.1 Recognize the types of folklife associated with the three major regions of North Carolina.	8.1.1 Identify from among given alternatives, the basic types of folklife found in North Carolina and the Southeast.
	8.1.2 Select from age appropriate examples at least two representative samples of folklife from each of the three major regions of North Carolina.
8.2 Cite examples of the five major types of folk music found in North Carolina.	8.2.1 After listening to a discussion of the five major types of folk music found in North Carolina, interview members of her/his family and/or community to determine which of the five types of music is most prevalent in her/his geographical region of the state. Share the results of the interview with the class in a ten minute report.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Use specialized single volume reference books as secondary resources in preparation for field research.	9.1.1 Supplement her/his knowledge of field work techniques by using one or more of several suggested reference books, such as: Cutting-Baker, Holly, et. al. Family Folklore. Washington, D.C. Smithsonian Institute, 1976.; or Weitzman, David. My Backyard History Book. Cuvelo, Ca. Yolla Bolly Press, 1975.
	9.1.2 Prepare at least five interview questions to be based on a folk-life topic assigned by the teacher.

ARTS EDUCATION
FOLK ARTS

Grade Level: 4 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Develop evaluative techniques.	10.1.1 Differentiate fact from fiction, verbal from nonverbal communication.

Grade 5 Outline: United States, Canadian, and Latin American Folklife

1. Develop a positive attitude toward her/his own culture

    1.1 Respond freely to her/his thoughts, feelings, and ideas about her/his heritage.
    1.2 Show awareness of being unique through recognition of individual differences in folk art.

2. Develop positive attitudes toward the culture of others.

    2.1 Decrease in egocentric perspective, given folklife examples appropriate for the student's age.
    2.2 Accept and appreciate the lore of others.

3. Develop a positive attitude toward folk art as a human experience.

    3.1 Understand that an individual's and/or group's lore is a valid way of communicating.
    3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.
    3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.
    3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.
    3.5 Understand folklife genres in their historical perspective.
    3.6 Comprehend the universality of folklife.

4. Develop a positive attitude toward folk art as an art form.

    4.1 Understand folk art as a creative art form.
    4.2 Understand folk art as a creative art form with many different forms and styles.
    4.3 Understand that contemporary art has its foundation in folk art.
    4.4 Understand folklife as a creative vehicle for cultural expression.
    4.5 Develop confidence in her/his own aesthetic judgement about folklife genres.

5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Appreciate the diversity of community, regional, national, and international folklife.
    5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.
    5.3 Appreciate the link between folklife from Canada and Latin America to the emergence of targeted folklife genres in North Carolina and/or the rest of the United States.

6. Identify with and/or acknowledge the influence of a variety of groups.

   6.1 Understand the impact of occupational groups prevalent in Canada and Latin America on one's heritage.
   6.2 Understand the significance of various ethnic groups on one's heritage and demonstrate knowledge about the folklife associated with these ethnic groups.
   6.3 Indicate an understanding of folklife genres from targeted regions of Canada and Latin America.
   6.4 Understand the significance of folklife genres from targeted regions of Canada and Latin America on her/his own heritage and the heritage of her/his community.

7. Develop a sense of time and chronology with regard to the stability and change of culture which is the folk process.

   7.1 Relate her/his roots to community, regional, national, and/or international folklife.
   7.2 Grow in the capacity to understand the sequence of folk traditions, the relationship of things and people in the past to the present and future.
   7.3 Appreciate the influence of ideas and inventions in changing folklife genres in major regions of Canada and Latin America.
   7.4 Understand the influence of major events in history on the creation of ethnic folklife in targeted regions of Canada and/or Latin America.

8. Acquire knowledge about U. S., Canadian, and Latin American folklife.

   8.1 Recognize types or categories of folklife associated with targeted ethnic groups in the U. S., Canada, and Latin America.

9. Select and use appropriate materials and media equipment to gain information about one's heritage and the heritage of others.

   9.1 Use specialized multi-volume reference books as secondary sources in preparation for field research.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Develop evaluative techniques.
    10.2 Locate sources of needed information on oral customs and traditions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives	Measures
1.1 Respond freely to her/his thoughts, feelings, and ideas about her/his heritage.	1.1.1 Spontaneously use aspects of her/his folk heritage when dealing with day-to-day situations.
	1.1.2 Initiate or volunteer to share stories, dances, recipes, and rhymes that s/he brings to the school setting from home and community.
1.2 Show awareness of being unique through recognition of individual differences (in folk art).	1.2.1 Bring to class a favorite family recipe, rhyme, or ballad.
	1.2.2 Compare and contrast lore collected from class members.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop positive attitudes toward the culture of others.

Objectives		Measures	
2.1	Decrease, given age appropriate folklife examples, in egocentric perspective.	2.1.1	Identify, given a folktale, ballad, or craft depicting different ways of living, differences between her/his own perspective and those represented.
2.2	Accept and appreciate the lore of others.	2.2.1	Given a folktale, song, dance, foodway, etc. from a folk group that s/he is not familiar with, research the significance of that genre to the targeted group, cite in a written or verbal report two examples of the genre, and if possible, locate someone in the community who can provide an authentic sample of the genre.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.1 Understand that an individual's and/or group's lore is a valid way of communicating.	3.1.1 Discuss orally or in writing what a specific genre from a specific group in Canada or Latin America communicates about the group's attitude toward women, children, work, and other groups.
3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.	3.2.1 Analyze the extent to which two specified folk groups, prevalent in Canada and/or Latin America have influenced each other's lore: a. Describe cultural influences or the lack of them. b. Assign reasons for the cultural influences or lack of cultural influences.
3.3 Understand that cultural, historical and/or geographical changes can influence a group's lore.	3.3.1 Identify the cultural, historical, or geographical variants within a specific Latin American and/or Canadian folklife genre.

Grade Level: 5 Page 2

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.	3.4.1 When given a list of significant precedents occuring in a specific region in Canada and/or Latin America over a period of time, conduct library research to: a. Identify prominent ethnic groups in a specified region of the country. b. Determine the influence of geography, significant historical events, and societal pressures, on the group's folklife. c. Compare and contrast the folklife of two distinct groups from different regions within Canada and/or Latin America to determine the significance of cultural influences on a specified folklife genre.
3.5 Understand folklife genres in their historical perspective.	3.5.1 Analyze the influence of an event in Canadian and/or Latin American history on a specified folklife genre. 3.5.2 Identify pertinent causes (antecedents) from the past on a significant, currently active, traditional genre in Canada or Latin America.

Grade Level: 5

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.6 Comprehend the universality of folklife.	3.6.1 Identify major folklife genres prevalent in selected regions of Canada and/or Latin America, given brief but pertinent descriptions and examples of each one.
	3.6.2 State differences in the characteristics of specified folklife genres from North Carolina, Canada, Latin America, Africa, and Europe.
	3.6.3 State similarities in the functions of specified folklife genres from North Carolina, Latin America, Africa, and Europe.
	3.6.4 Conclude from appropriate examples that folklife genres from various countries differ in form, theme, and content but they all have certain threads of similarity.
	3.6.5 Show cultural diffusion in folklife genres which are both examples and exceptions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand folk art as a creative art form.	4.1.1 Be aware of the spontaneous nature of folk art indigenous to Canada and Latin America.
4.2 Understand folk art as a creative art form with many different forms and styles.	4.2.1 Compare and contrast the crafts, lore and artifacts from one folk group found in Canada and Latin America, to the crafts, lore and artifacts of another group in Canada or Latin America.
	4.2.2 When given a specified folk group in Canada or Latin America, identify variants of a specified genre from pertinent descriptions and examples.
4.3 Understand that contemporary art has its foundation in folk art.	4.3.1 Identify pertinent influences (or antecedents) from the past on a significant Canadian or Latin American artist or art form popular in either one of these countries.
	4.3.2 Analyze the influence of a specified traditional genre prevalent in Canada or Latin America on a contemporary art form.
	4.3.3 Cite similarities and differences between a traditional art genre prevalent in Canada or Latin America, and a contemporary counterpart.

Grade Level: 5

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.4 Understand folklife as a creative vehicle for cultural expression.	4.4.1 Identify orally or in writing the symbolism and/or importance of targeted folk customs, rituals, festivals or celebrations for a targeted group found in Canada or Latin America such as: a. christening b. births and birthdays c. deaths d. marriage e. puberty
4.5 Develop confidence in her/his aesthetic judgment about folklife genres.	4.5.1 Recognize cultural preference in material culture, oral lore, custom, festivals, and celebrations.
	4.5.2 Discriminate knowledgeably among traditional genres prevalent in Canada or Latin America, selecting and using those that are aesthetically pleasing to her/him.
	4.5.3 Explain reasons for her/his aesthetic judgment.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see herself/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the diversity of community, regional, national, and international folklife.	5.1.1 After a class discussion on folklife genres especially prevalent in specified regions of Canada or Latin America: a. Survey family or community to find an informant knowledgeable about at least two of the genres discussed OR b. Conduct library research on at least two of the genres discussed. c. Create from local, national, and international newspapers and magazine articles, and interviews with family and/or community members or library research, a photo journal based on folklife from a specified region of Canada or Latin America.
5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.	5.2.1 When presented with a diversity of ethnic folklife prevalent in Canada or Latin America (songs, crafts, dances, foodways), offer logical, nonjudgmental explanations as to the differences in style and content of folk traditions different from hers/his.
	5.2.2 Increase, given age appropriate examples, in the capacity to empathize or to understand that others may "see things differently."

Grade Level: 5

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see herself/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.3 Identify the similarities and differences in the transfer of Canadian or Latin American folklife to that of North Carolina.	5.3.1 Indicate the nature and character of examples and exceptions in Canadian and/or Latin American folklife.
	5.3.2 Evaluate instances of interdependence and/or influence among folklife genres from Canada, Latin America, and North Carolina. a. Cite reasons for the influence or interdependence of certain ballads, dances, foodways, and crafts. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Be aware of the contributions of occupational groups to the lore of Canada or Latin America.	6.1.1 Conduct library research on representative occupational groups in Canada or Latin America
	6.1.2 Identify occupational lore in Canada or Latin America from given examples and exceptions.
	6.1.3 Compare and contrast lore from similar occupational groups in Canada or Latin America.
	6.1.4 Compare and contrast occupational lore from groups in Canada or Latin America to similar occupational groups in the United States.
6.2 Understand the significance of lore of selected ethnic groups that are prevalent in Canada or Latin America.	6.2.1 Conduct library research on the lore of selected ethnic groups that are prevalent in Canada or Latin America.
	6.2.2 Explain the influence of major historical events on the lore of specified ethnic groups in Canada or Latin America.
	6.2.3 Select a genre of ethnic folklife prevalent in Canada and Latin America that is of special interest, and locate an informant to interview or conduct library research on that genre.
	6.2.4 Present a demonstration of an ethnic folklife genre based on library research or the results of an interview with informant.

Grade Level: 5

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.3 Indicate an understanding of folklife from targeted regions of Canada or Latin America.	6.3.1 After a teacher-led discussion on the folklife of targeted regions of Canada or Latin America: a. Select at least one reference book from the library on a folklife genre from targeted regions of Canada or Latin America. b. Prepare a one-page report on at least one folklife genre from that region. The report will include: (1) At least two influences that this genre has had on her/his heritage or the heritage of her/his community or region. (2) An explanation for her/his choice of influences.
6.4 Understand the significance of folklife from targeted regions of Canada or Latin America on her/his heritage and/or the heritage her/his community.	6.4.1 Evaluate examples of interdependence and influence among her/his heritage and culture and the heritage and culture of targeted regions in Canada or Latin America. a. Cite reasons for the influence and/or interdependence of specific traditional genres. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.1	Relate her/his roots to community, regional, national, or international folklife.	7.1.1	Identify by geographic region appropriately chosen examples of folklife from Canada or Latin America.
7.2	Grow in the capacity to understand the sequence of folk tradition, the relationship of things and people in the past to the present and future.	7.2.1	Place in chronological order appropriately chosen examples of folklife from Canada or Latin America.
7.3	Appreciate the influence of ideas and inventions on changing folklife in major regions of Canada or Latin America.	7.3.1	Describe the impact of nationalism, independence, and modern technology on traditional folklife in Canada and Latin America.
		7.3.2	Identify pertinent variants (or antecedents) of a specified folklife phenomenon in a major section of Canada or Latin America.
		7.3.3	Identify from examples and exceptions, influences on selected folklife from specified regions of Canada or Latin America.

Grade Level: 5

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.4	Understand the influence of major events in history on the creation of ethnic folklife in specified regions of Canada or Latin America.	7.4.1	Identify from among alternatives the effect or result of important historical events which have occurred in Canada or Latin America on ethnic folklife in these countries.
		7.4.2	Explain accurately the reasons for carefully-selected examples of ethnic folklife which represent a group's response to cultural change in Canada or Latin America.
		7.4.3	Place in order of popularity and chronology, selected examples of ethnic folklore from different regions of Canada or Latin America.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about Canadian and Latin American folklife.

Objectives	Measures
8.1 Recognize types or categories of folklife associated with major ethnic groups in the United States, Canada, and Latin America.	8.1.1 Select from age-appropriate examples at least two representative variants of folklife from a major ethnic group in the United States, Canada, and Latin America.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Use specialized multi-volume reference books as secondary sources in preparation for field research.	9.1.1 Supplement her/his knowledge of field work techniques and of a specified folk group by using one or more volumes of selected reference books, such as: Brown, Frank C., *The Frank C. Brown Collection of N.C.Folklore*, Seven Volumes, Duke University Press, Durham, N.C.

ARTS EDUCATION
FOLK ARTS

Grade Level: 5 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Develop evaluative techniques.	10.1.1 Check new data against a background of facts, given sources of information on a folklife topic or subject.
	10.1.2 Differentiate fact from fiction, verbal from nonverbal communication.
10.2 Locate sources of needed information on oral customs and traditions.	10.2.1 Recognize, given an appropriately researched and pertinently annotated list of reference books, the need for fieldwork to acquire information on oral customs and traditions.
	10.2.2 Use a questionnaire to locate tradition bearers.

Grade 6 Outline: European Folklife

1. Develop positive attitudes toward her/his own culture.

    1.1 Show awareness of being unique through recognition of individual difference (in folk art).
    1.2 Make choices and be aware of personal preferences in folk genres.
    1.3 Develop confidence in her/his choices and folk genre preferences.

2. Develop a positive attitude toward the culture of others.

    2.1 Appreciate the worth in folklife from cultures increasingly different from hers/his.
    2.2 Offer nonjudgmental explanations as to the differences in style and content of folk traditions that differ from her/his.
    2.3 Accept the uniqueness of others' lore and heritage.

3. Develop a positive attitude toward folk art as a human experience.

    3.1 Understand that an individual's and/or group's lore is a valid way of communicating.
    3.2 Understand that individual's and/or group's lore can be influenced by the lore of another individual and/or group.
    3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.
    3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.
    3.5 Understand folklife genres in their historical perspective.
    3.6 Comprehend the universality of folklife.

4. Develop a positive attitude toward folk art as an art form.

    4.1 Understand folk art as a creative art form.
    4.2 Understand folk art as a creative art form with many different forms and styles.
    4.3 Understand that contemporary art has its foundation in folk art.
    4.4 Understand folklife as a creative vehicle for cultural expression.
    4.5 Develop confidence in her/his own aesthetic judgment about folklife genres.

5. See oneself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Appreciate the diversity of community, regional, national, and international folklife.
    5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.
    5.3 Appreciate the link between folklife from European, African, Asian, and Latin American countries to the emergence of targeted folklife genres in North Carolina and/or the rest of the United States.

6. Identify with and/or acknowledge the influence of a variety of groups.

    6.1 Understand the impact of occupational groups on her/his heritage.
    6.2 Understand the significance of various ethnic groups on her/his heritage and demonstrate knowledge about the folklife associated with these ethnic groups.
    6.3 Indicate an understanding of folklife genres from targeted regions of Europe.
    6.4 Understand the significance of folklife genres from targeted regions in Europe on her/his own heritage and/or the heritage of her/his community.

7. Develop a sense of time and chronology with regard to the stability and change of culture which is the folk process.

    7.1 Relate her/his roots to community, regional, national, and/or international folklife.
    7.2 Grow in the capacity to understand the sequence of folk traditions which is the relationship of things and people in the past to the present and future.
    7.3 Appreciate the influence of ideas and inventions in changing folklife genres in major regions of Europe.
    7.4 Understand the influence of major events in history on the creation of ethnic folklife in targeted regions of Europe.

8. Acquire a body of knowledge about North Carolina and/or United States folklife.

    8.1 Be aware of the folklife genre in relation to selected European cultures such as oral lore, material culture, and traditional arts and crafts.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

    9.1 Be aware of print, visual, and auditory resources that can be used to research European folklife.
    9.2 Combine data from more than one source, print and nonprint, for brief reports.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Develop evaluative skills.
    10.2 Distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives	Measures
1.1 Show awareness of being unique through recognition of individual differences (in folk art).	1.1.1 Bring to class a favorite family recipe, rhyme, or ballad.
	1.1.2 Compare and contrast lore collected from class members.
1.2 Make choices and be aware of personal preferences in folk genres.	1.2.1 When given examples of various folklife indicate her/his personal preferences.
1.3 Develop confidence in her/his choices and folklife preferences.	1.3.1 Explain reasons for her/his folklife preferences.
	1.3.2 Develop evaluative criteria needed to determine strengths and weaknesses in specified folk genres.
	1.3.3 Discriminate knowledgeably among traditional genres in both print and nonprint, selecting and using those applicable to needs and interests, such as ballads, dances, material culture.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives	Measures
2.1 Appreciate the worth in folklife from cultures increasingly different from her/his.	2.1.1 Identify, given a folktale, ballad or craft representative of different ways of living, differences between her/his perspective and those depicted.
2.2 Offer nonjudgmental explanations as to the differences in style and content of folk traditions that differ from her/his.	2.2.1 Choose from among alternative descriptions of groups presented in folk tales, ethnic jokes, and ballads those which are stereotyped.
2.3 Accept the uniqueness of others' lore and heritage.	2.3.1 Identify, given a folktale, ballad artifact, depicting different ways of living, differences and similarities between her/his perspective and those depicted.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives		Measures	
3.1	Understand that an individual's and/or group's lore is a valid way of communicating.	3.1.1	Discuss orally or in writing what a specific genre from a specific group in Europe communicates about their attitude toward women, children, work, groups.
3.2	Understand that an individual's and/or groups' lore can be influenced by the lore of another individual and/or group.	3.2.1	Analyze the extent to which two specified folk groups, prevalent in Europe, have influenced each other's lore: a. Describe cultural influences or lack of them. b. Assign reasons for the cultural influence or lack of cultural influence.
3.3	Understand that cultural, historical and/or geographical changes can influence a group's lore.	3.3.1	Identify the cultural, historical, or geographical variants within a specific European folklife genre.

Grade Level: 6

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.4 Understand that an individual and or group's folklife is a reflection of cultural heritage.	3.4.1 When given a list of significant cultural precedents occurring in a specific region in Europe over a period of time, conduct library research to: a. Identify prominent ethnic groups within that region. b. Determine the influence of geography, significant historical events, and societal pressure, on the group's folklife. c. Compare and contrast the folklife of two distinct groups from different regions in Europe to determine the significance of cultural influences on specified folklife.
3.5 Understand folklife genres in their historical perspective.	3.5.1 Analyze the influence of an event in European history on a specified folklife genre.
	3.5.2 Identify pertinent causes (antecedents) from the past on a significant current traditional genre in Europe.

Grade Level: 6

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.6 Comprehend the universality of folklife.	3.6.1 Identify major folklife genres prevalent in specified regions of Europe, given brief but pertinent descriptions and examples of each one.
	3.6.2 State differences in the characteristics of specified folklife genres from North Carolina, Latin America, Africa, and Europe.
	3.6.3 State similarities in the functions of specified folklife genres from North Carolina, Latin America, Africa, and Europe.
	3.6.4 Conclude from appropriate examples that folklife genres from various countries differ in form, theme, and content, but they all have certain threads of similarity.
	3.6.5 Show cultural diffusion in folklife genres which are both examples and exceptions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand folk art as a creative art form.	4.1.1 Be aware of the spontaneous nature of folk art.
4.2 Understand folk art as a creative art form with many different forms and styles.	4.2.1 Compare and contrast the crafts, lore, and artifacts, from one folk group in Europe to the crafts, lore, and artifacts, of another folk group in Europe.
	4.2.2 When given a specific folk group prevalent in Europe, identify variants of a specified genre from pertinent descriptions and examples.
4.3 Understand that contemporary art has its foundation in folk art.	4.3.1 Identify pertinent influences (or antecedents) from the past on a significant European contemporary artist or European art form.
	4.3.2 Cite similarities and differences between a traditional art genre prevalent in Europe, and a contemporary counterpart.
4.4 Understand folklife as a creative vehicle for cultural expression.	4.4.1 Identify orally or in writing the symbolism and/or importance of specified folk customs, rituals, festivals, and celebrations for a selected group prevalent in Europe such as: a. christening b. births and birthdays c. deaths d. marriage e. puberty

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.5 Develop confidence in her/his aesthetic judgment about folklife genres.	4.5.1 Recognize cultural preferences in material culture, oral lore, custom, festivals, and celebrations.
	4.5.2 Discriminate knowledgeably among traditional genres prevalent in Europe, selecting and using those that are aesthetically pleasing to her/him.
	4.5.3 Explain reasons for her/his aesthetic judgment.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the diversity of community, regional, national, and international folklife.	5.1.1 After a class discussion on folklife genres especially prevalent in selected regions of Europe: a. Survey family or community to find an informant knowledgeable about at least one of the genres discussed. OR b. Conduct library research on at least one of the genres discussed. c. Create from local, national, and international newspaper and magazine articles, interviews with family or community members or library research, a photo journal based on folklife from a selected region of Europe.
5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.	5.2.1 When presented with a diversity of ethnic folklife prevalent in Europe, offer logical, nonjudgmental explanations as to the differences in style and content of folk traditions different from her/his.
	5.2.2 Increase, given age-appropriate examples, in the capacity to empathize or to understand that others may see things differently.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.3 Identify the similarities and differences in the transfer of European folklife to that of North Carolina and the entire United States.	5.3.1 Indicate the nature and character of examples and exceptions in European folklife. 5.3.2 Evaluate instances of interdependence and/or influence among folklife genres from Europe and North Carolina. a. Cite reasons for the influence or interdependence. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6   Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Be aware of the contributions of occupational groups to the lore of specified European regions.	6.1.1 Conduct library research on representative occupational groups in Europe.
	6.1.2 Identify occupational lore in Europe from given examples and exceptions.
	6.1.3 Compare and contrast lore from similar occupational groups in Europe.
	6.1.4 Compare and contrast occupational lore from groups in Europe to similar occupational groups in the United States.
6.2 Understand the significance of the lore of selected ethnic groups that are prevalent in Europe.	6.2.1 Conduct library research on the lore from groups that are prevalent in Europe.
	6.2.2 Explain the influence of major historical events on the lore of specified ethnic groups in Europe.
	6.2.3 Select a genre of ethnic folklife prevalent in Europe that is of special interest, and locate an informant to interview, or conduct library research on the genre.
	6.2.4 Present a demonstration of the genre based on library research or the result of interview with an informant.

Grade Level: 6

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.3 Indicate an understanding of folklife from selected regions in Europe.	6.3.1 After a discussion on the folklife of selected regions of Europe: a. Select at least one reference book from the library on a folklife genre from selected regions in Europe. b. Prepare a one-page report on at least one folklife genre from that region. The report will include: (1) At least one influence that this genre has had on her/his heritage or the heritage of her/his community or region. (2) An explanation for her/his choice of influence.
6.4 Understand the significance of folklife from selected regions Europe on her/his heritage and/or her/his community.	6.4.1 Evaluate examples of interdependence and influence among her/his heritage and culture and the heritage and culture of selected regions in Europe. a. Cite reasons for the influence and/or interdependence of selected traditional genres. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.1	Relate her/his roots to community, regional, national, or international folklife.	7.1.1	Identify by geographic region appropriately chosen examples of folklife from Europe.
7.2	Grow in the capacity to understand the sequence of folk traditions, the relationship of things and people in the past to the present and future.	7.2.1	Place in chronological order appropriately chosen examples of folklife from Europe.
7.3	Appreciate the influence of ideas and inventions in changing the folklife in major regions of Europe.	7.3.1	Describe the impact of nationalism, independence, and modern technology on traditional folklife in Europe.
		7.3.2	Identify pertinent variants (or antecedents) of a specified folklife phenomenon in a major section of Europe.
		7.3.3	Specify the specific influences on selected folklife in Europe.
7.4	Understand the influence of major events in history on the creation of ethnic folklife in Europe.	7.4.1	Describe the impact of key historical events upon the ethnic folklife of people in selected regions of Europe.
		7.4.2	Explain accurately the reasons for carefully selected examples of ethnic folklife which represent a group's response to a cultural change in Europe.
		7.4.3	Place in order of popularity and chronology, selected examples of ethnic folklore from different regions of Europe.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about European folklife.

Objectives	Measures
8.1 Be aware of the following folklife genres in relation to selected European cultures:	8.1.1 After concise definitions of the major folklife genres found in a selected European culture:
a. folk tales and legends	a. Explain accurately what is meant by a particular genre.
b. beliefs (1) weather sayings (2) good luck and bad luck	b. Cite at least two variants of a particular genre.
c. rhymes	c. Identify through survey of family and/or community, an informant to interview for more detailed information on change that the particular European genre has undergone since its transfer to the United States.
d. arts and crafts	
e. children's songs	
f. festivals and celebrations	

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Be aware of print, visual, and auditory resources that can be used to research European folklife.	9.1.1 Select, given a choice among appropriate and inappropriate resources in European folklife, those print and visual resources that are most suitable.
9.2 Combine data from more than one source, print and nonprint, for brief reports (especially non-fiction books, tradition bearing informants, encyclopedias, filmstrips) and acknowledge sources in a simple, alphabetical bibliography.	9.2.1 After an introduction to representative folklife genres from selected European cultures: a. Select one genre that is of particular interest. b. Survey her/his family and/or community to find a knowledgeable informant. c. Use at least two secondary resource books to organize a minimum of ten questions to ask informant about this genre. d. Interview informant. e. Prepare a ten minute presentation and: (1) collect and record bibliographic information; (2) skim or read for specific items; (3) take accurate notes; (4) paraphrase; (5) put in logical order; (6) outline; (7) generalize; (8) use quotes from informant accurately.

ARTS EDUCATION
FOLK ARTS

Grade Level: 6 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Develop evaluative skills.	10.1.1 Check new data against a background of facts, given sources of information on a folklife topic or genre.
	10.1.2 Differentiate fact from fiction, verbal from nonverbal communication.
	10.1.3 Distinguish between relevant and irrelevant information about a given folklife genre or topic.

GRADES 7-8

Major Emphases

The major emphasis of folk arts at this level should continue to build on and refine the student's knowledge and skills of the previous years. They begin to use folk arts more discriminately and productively in daily living. Growing differences in abilities and interests are characteristic at this age, and for this reason provision is made for individual preferences. Students are encouraged to formulate their own opinions and judgments based on wide exposure to folk arts through films, interviews with active bearers of folk customs, and reference books.

The benefits of performance, both solo and ensemble, can be fully utilized at this level. Although teaching objectives are essentially process rather than product-oriented, students should be given opportunities to share their talents with peers in a performance atmosphere. Thus, authentic or revivalist student performances, as an end in themselves, are a feature of folk arts at this stage. Reader's Theatre, based on folk tales, fairy tales, and ballads, is a valuable teaching medium.

A carry-over from the previous grade level is the importance of broadening the students' horizons about cultures other than their own. Consequently, the seventh grade emphasizes folklife genres from African and Asian countries; while the eighth grade emphasizes folklife from other regions of the United States.

Media equipment should be used to enhance interviewing, note-taking, editing, and composing skills.

Grade 7 Outline: African and Asian Folklife

1. Develop a positive attitude toward her/his own culture.

    1.1 Accept and appreciate work of others.
    1.2 Grow in the capacity to act in response to the interests and welfare of others.

2. Develop a positive attitude toward the culture and heritage of others.

    2.1 Take an individual or personal look at folklife examples from different cultures.
    2.2 Accept and appreciate the lore of others.
    2.3 Work freely with others in the folk process, receiving and giving information.

3. Develop a positive attitude toward folk art as a human experience.

    3.1 Understand that an individual's and/or group's lore is a valid way of communicating.
    3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.
    3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.
    3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.
    3.5 Understand folklife genres in their historical perspective.
    3.6 Comprehend the universality of folklife.

4. Develop a positive attitude toward folk art as an art form.

    4.1 Understand folk art as a creative art form.
    4.2 Understand folk art as a creative art form with many different forms and styles.
    4.3 Understand that contemporary art has its foundation in folk art.
    4.4 Understand folklife as a creative vehicle for cultural expression.
    4.5 Develop confidence in her/his own aesthetic judgement about folklife genres.

5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

    5.1 Appreciate the diversity of community, regional, national, and international folklife.
    5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.
    5.3 Identify the similarities and differences in the transfer of African and Asian folklife to the people of North Carolina and the entire United States.

6. Identify with and/or acknowledge the influence of a variety of groups.

    6.1 Be aware of the contributions of occupational groups to the lore of specified regions in Africa or Asia.
    6.2 Understand the significance of the lore of selected ethnic groups that are prevalent in Africa and Asia.
    6.3 Indicate an understanding of folklife from selected regions of Africa and Asia.
    6.4 Understand the significance of folklife from selected regions of Africa and Asia on her/his own heritage and/or the heritage of her/his community.

7. Develop a sense of time and chronology with regard to the stability and change of culture.

    7.1 Relate her/his roots to community, regional, national, and/or international folklife.
    7.2 Grow in the capacity to understand the sequence of folk traditions--the relationship of things and people in the past to the present and future.
    7.3 Appreciate the influence of ideas and inventions in changing folklife genres in major regions of Africa and Asia.
    7.4 Understand the influence of major events in history on the creation of ethnic folklife in targeted regions of Africa and Asia.

8. Acquire a body of knowledge about African and Asian folklife.

    8.1 Recognize types or categories of folklife associated with selected ethnic groups in Africa and/or Asia.
    8.2 Be aware of selected folklife genres in relation to selected African and/or Asia cultures.

9. Select and use materials and media equipment appropriate to gain information about one's heritage and the heritage of others.

    9.1 Be knowledgeable of print, visual, and auditory resources that can be used to research African and/or Asian folklife.
    9.2 Combine data from more than one source, print and non-print, for reports.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

    10.1 Develop evaluative skills.
    10.2 Analyze information from a variety of sources, including active and passive tradition bearers, and form judgments.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives		Measures	
1.1	Accept and appreciate work of others.	1.1.1	When given age-appropriate folklife experiences, nonjudgmental explorations as to the differences in style and content of folk traditions different from her/his.
1.2	Grow in the capacity to act in response to the interests and welfare of others.	1.2.1	Choose from among descriptions presented in skits of folktales, ballads, and family narratives, those which are least stereotyped.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture and heritage of others.

Objectives	Measures
2.1 Take an individual or personal look at folklife examples from different cultures.	2.1.1 Identify, given a folktale, ballad or craft representative of different ways of living, differences between her/his perspective and those depicted.
2.2 Accept and appreciate the lore of others.	2.2.1 When given a folktale, song, dance, foodway from a folk group that s/he is not familiar with, research the significance of that genre to the specified group, cite in a written report two examples of the genre, and if possible, locate someone in the community who can provide an authentic sample of the genre.
2.3 Work freely with others in the folk arts process, receiving and giving information.	2.3.1 Choose to communicate with classmates and peers personal cultural experiences and freely accept the exchanges of others.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop positive attitudes toward folk art as a human experience.

Objectives	Measures
3.1 Understand that an individual's and/or group's lore is a valid way of communicating.	3.1.1 Discuss orally or in writing what a specific genre from a specified group in Africa or Asia communicates about their attitude toward women, children, work, and other groups.
3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.	3.2.1 Analyze the extent to which two specified folk groups, prevalent in Africa or Asia have influenced each other's lore. a. Describe cultural influences or the lack of them. b. Assign reasons for the cultural influences or lack of them.
3.3 Understand that cultural, historical and/or geographical changes can influence a group's lore.	3.3.1 When given a specific folk group common in Africa or Asia, categorize as cultural, historical, or geographical (or a combination of these) the appearance of variants within a given folklife genre.

Grade Level: 7

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop positive attitudes toward folk art as a human experience.

Objectives	Measures
3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.	3.4.1 When given a list of significant cultural precedents occurring in a specific region in Africa or Asia over a period of time, conduct library research to: a. Identify prominent ethnic groups within Africa or Asia. b. Determine the influence of geography, significant historical events, and societal pressures, on the group's folklife. c. Compare and contrast the folklife of two distinct groups from different regions to determine the significance of cultural influences on selected folklife.
3.5 Understand folklife genres in their historical perspective.	3.5.1 Analyze the influence of an event in African or Asian history on selected folklife.
	3.5.2 Identify pertinent causes (antecedents) from the past on a significant current traditional genre in Africa or Asia.

Grade Level: 7

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop positive attitudes toward folk art as a human experience.

Objectives	Measures
3.6 Comprehend the universality of folklife.	3.6.1 Identify major folklife genres prevalent in selected regions of Africa or Asia, when given brief but pertinent descriptions of examples of each.
	3.6.2 State differences in the characteristics of targeted folklife genres from North Carolina, Latin America, Africa, and Asia.
	3.6.3 State similarities in the functions of targeted folklife genres from North Carolina, Latin America, Africa, and Asia.
	3.6.4 Conclude from appropriate examples that folklife genres from various countries differ in form, theme, and content, but they all have certain threads of similarity.
	3.6.5 Select examples of cultural diffusion when presented with folklife genres that are both examples and nonexamples.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand folk art as a creative art form.	4.1.1 Be aware of the spontaneous nature of folk art.
4.2 Understand folk art as a creative art form with many different forms and styles.	4.2.1 Compare and contrast the crafts, lore, and artifacts, from one folk group in Africa or Asia to the crafts, lore, and artifacts, of another folk group in Africa or Asia.
	4.2.2 When given a specific folk group prevalent in Africa or Asia, identify variants of a specified genre from pertinent descriptions and examples.
4.3 Understand that contemporary art has its foundation in folk art.	4.3.1 Identify pertinent influences (or antecedents) from the past on a significant African or Asian contemporary artist or art form.
	4.3.2 Cite similarities and differences between a traditional art genre, prevalent in Africa or Asia, and a contemporary counterpart.
4.4 Understand folklife as a creative vehicle for cultural expression.	4.4.1 Identify orally or in writing the symbolism and/or importance of specified folk customs, rituals, festivals, and celebrations, for a selected group prevalent in Africa or Asia such as: a. christening b. births and birthdays c. deaths d. marriage e. puberty

Grade Level: 7

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.5 Develop confidence in her/his aesthetic judgment about folklife genres.	4.5.1 Recognize cultural preferences in material culture, oral lore, custom, festival, and celebrations.
	4.5.2 Discriminate knowledgeably among traditional genres prevalent in Africa or Asia, selecting and using those that are aesthetically pleasing to her/him.
	4.5.3 Explain reasons for her/his aesthetic judgment.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the diversity of community, regional, national, and international folklife.	5.1.1 After a class discussion on folklife genres especially prevalent in specified regions of Africa or Asia: a. Survey family or community to find an informant knowledgeable about at least one of the genres discussed. OR b. Conduct library research on at least one of the genres discussed. c. Create from local, national and international newspapers, and magazine articles, and interviews with family or community members and library research, a photo journal based on folklife from a specified region of Africa or Asia.
5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.	5.2.1 When presented with a diversity of of ethnic folklife prevalent in Africa or Asia, offer logical, nonjudgmental explanations as to the differences in style and content of folk traditions different from her/his own.
	5.2.2 Increase in the capacity to empathize or to understand that others may see things differently.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.3 Identify the similarities and differences in the transfer of African and Asian folklife to the peoples of North Carolina and the entire United States.	5.3.1 Indicate the nature and character of examples and exceptions in African and/or Asian folklife.
	5.3.2 Evaluate instances of interdependence and/or influence among folklife genres from Africa or Asia and North Carolina. a. Cite reasons for the influence or interdependence. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.1 Be aware of the contributions of occupational groups to the lore of specified regions in Africa or Asia.	6.1.1 Conduct library research on representative occupational groups in Africa or Asia.
	6.1.2 Identify occupational lore in Africa or Asia from given examples and exceptions.
	6.1.3 Compare and contrast lore from similar occupational groups in Africa or Asia.
	6.1.4 Compare and contrast occupational lore from groups in Africa or Asia to similar occupational groups' lore in the United States.
6.2 Understand the significance of the lore of selected ethnic groups that are prevalent in Africa or Asia.	6.2.1 Conduct library research on the lore of selected ethnic groups that are prevalent in Africa or Asia.
	6.2.2 Explain the influence of major historical events on the lore of specified ethnic groups in Africa or Asia.
	6.2.3 Select a genre of ethnic folklife prevalent in Africa or Asia that is of special interest, and locate an informant to interview, or conduct library research on the genre.
	6.2.4 Present a demonstration of the genre based on library research or the results of interviews with an informant.

Grade Level: 7

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.3 Indicate an understanding of folklife from selected regions in Africa or Asia.	6.3.1 After a teacher led discussion on the folklife of selected regions of Africa or Asia: a. Select at least one reference book from the library of a folklife genre from selected regions in Africa or Asia. b. Prepare a one page report on at least one folklife genre from that region. The report will include: (1) At least one influence that this genre has had on her/his heritage or the heritage of her/his community or region. (2) An explanation for her/his choice of influences.
6.4 Understand the significance of folklife from selected regions of Africa or Asia on her/his heritage and/or the heritage of her/his community.	6.4.1 Evaluate examples of interdependence and influence among her/his heritage and culture and the heritage and culture of selected regions in Africa or Asia. a. Cite reasons for the influence and/or interdependence of specified traditional genres. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.1	Relate her/his roots to community, regional, national, or international folklife.	7.1.1	Identify by geographic region appropriately chosen examples of folklife from Africa or Asia.
7.2	Grow in the capacity to understand the sequence of folk traditions--the relationship of things and people in the past to the present and future.	7.2.1	Place in chronological order appropriately chosen examples of folklife from Africa or Asia.
7.3	Appreciate the influence of ideas and inventions in changing the folklife in major regions of Africa or Asia.	7.3.1	Describe the impact of nationalism, independence, and modern technology on traditional folklife in Africa or Asia.
		7.3.2	Identify pertinent variants (antecedents) of a specified folklife phenomenon in a major section of Africa or Asia.
7.4	Understand the influence of major events in history on the creation of ethnic folklife in selected regions in Africa or Asia.	7.4.1	Describe the impact of key historical events upon the ethnic folklife of people in Africa or Asia.
		7.4.2	Explain accurately the reasons for carefully selected examples of ethnic folklife which represent a group's response to a cultural change in Africa or Asia.
		7.4.3	Place in order of popularity and chronology, selected examples of ethnic folklore from different regions of Africa or Asia.

ARTS EDUCATIONS
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about national and international folklife genres.

Objectives	Measures
8.1 Be aware of the following folklife genres in relation to selected African and Asian cultures:	8.1.1 After the teacher has given concise definitions and examples of each of the major folklife genres in a specific African and/or Asian country:
a. folk tales and legends	
b. beliefs	a. Explain accurately what is meant by a particular genre.
(1) weather sayings (2) good luck and bad luck	b. Cite at least two variants of a particular genre.
c. rhymes	c. Identify through survey of family and/or community one informant knowledgeable about an African and/or Asian example of a particular genre, and question the informant concerning any change that a particular genre has undergone since its transfer to the United States.
d. arts and crafts	
e. children's songs	
f. festivals and celebrations	

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Be knowledgeable of print, visual, and auditory resources that can be used to research African and Asian folklife.	9.1.1 Select, given a choice between appropriate and inappropriate resources in African and Asian folklife, those print and visual and auditory resources that are most suitable.
9.2 Combine data from more than one source, print and nonprint, for reports--especially nonfiction books, traditional informants, encyclopedias, filmstrips--and acknowledge sources in a simple, alphabetized bibliography showing informant data, author/producer of print or visual item, title, and medium.	9.2.1 After the teacher gives an introduction to representative folklife genres from selected African and Asian countries: a. Select one genre that is of particular interest to her/him. b. Survey her/his family and/or community to find a knowledgeable informant. c. Use at least three secondary resources to organize a minimum of ten questions to ask the informant about this genre. d. Interview informant. e. Prepare a ten minute presentation based on research and interview.

ARTS EDUCATION
FOLK ARTS

Grade Level: 7 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interpret, and report oral customs and traditions.

Objectives	Measures
10.1 Develop evaluative skills.	10.1.1 Check new data against a background of facts, given sources of information on a folklife topic or genre.
	10.1.2 Differentiate fact from fiction, verbal from nonverbal communication.
	10.1.3 Distinguish between relevant and irrelevant information about a given folklife genre or topic.
10.2 Analyze information from a variety of sources, including active and passive tradition bearers, and form judgments.	10.2.1 Identify information on a specific group or individual's folklife that is meant to persuade or influence.
	10.2.2 Recognize information on a specific group or individual's folklife that is distorted.
	10.2.3 Note discrepancies in two or more informational items on a group or individual's folklife and determine which information item is more valid.

Grade 8 Outline: North Carolina Folklife

1. Develop positive attitudes toward her/his own culture.

   1.1 Demonstrate growing capacity to describe accurately the thoughts and feelings of others about their heritage and culture.
   1.2 Grow in the capacity to act in response to the interests and welfare of others.
   1.3 Accept and appreciate the work of others.

2. Develop a positive attitude toward the culture of others.

   2.1 When given age-appropriate folklife examples, offer nonjudgmental explanations as to the differences in style and content of folk traditions different from hers/his.
   2.2 Grow in the capacity to accept criticism about egocentric perspective prevalent in her/his culture.

3. Develop a positive attitude toward folk art as a human experience.

   3.1 Understand that an individual's and/or group's lore is a valid way of communicating.
   3.2 Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.
   3.3 Understand that cultural, historical, and/or geographical changes can influence a group's lore.
   3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.
   3.5 Understand folklife genres in their historical perspective.
   3.6 Comprehend the universality of folklife.

4. Develop a positive attitude toward folk art as an art form.

   4.1 Understand folk art as a creative art form.
   4.2 Understand folk art as a creative art form with many different forms and styles.
   4.3 Understand that contemporary art has its foundation in folk art.
   4.4 Understand folklife as a creative vehicle for cultural expression.
   4.5 Develop confidence in her/his own aesthetic judgement about folklife genres.

5. See her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

   5.1 Appreciate the diversity of community, regional, national, and international folklife.
   5.2 Demonstrate an appreciation for a variety of ethnic folk cultures.

- 5.3 Identify the similarities and differences in the transfer of European, African, Asian, and Latin American folklife to the peoples of North Carolina and the entire United States.

6. Identify with and/or acknowledge the influence of a variety of groups.

   - 6.1 Understand the impact of occupational groups prevalent in North Carolina on her/his heritage.
   - 6.2 Understand the significance of various ethnic groups prevalent in North Carolina on her/his heritage and demonstrate knowledge about the folklife associated with these ethnic groups.
   - 6.3 Indicate an understanding of folklife from selected regions of North Carolina.
   - 6.4 Understand the significance of folklife from selected regions of North Carolina on her/his own heritage and/or the heritage of her/his community.

7. Develop a sense of time and chronology with regard to the stability and change of culture.

   - 7.1 Relate her/his roots to community, regional, national, and/or international folklife.
   - 7.2 Grow in the capacity to understand the sequence of folk traditions which is the relationship of things and people in the past to the present and future.
   - 7.3 Appreciate the influence of ideas and inventions in changing folklife genres in major regions of North Carolina.
   - 7.4 Understand the influence of major events in history on the creation of ethnic folklife in targeted regions of North Carolina.

8. Acquire a body of knowledge about North Carolina and/or United States folklife.

   - 8.1 Recognize the types of folklife associated with the three major regions of North Carolina.
   - 8.2 Recognize types or categories of folklife associated with targeted ethnic groups prevalent in North Carolina.
   - 8.3 Be aware of folklife genres in relation to selected regions of North Carolina.

9. Select and use appropriate materials and media equipment to gain information about her/his heritage and the heritage of others.

   - 9.1 Be knowledgeable about print, visual, and auditory resources that can be used to research North Carolina folklife.
   - 9.2 Combine data from more than one source, print and nonprint, for long reports.

10. Acquire skills necessary to record, interpret, and report oral customs and traditions.

10.1 Distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media and informant data such as active or passive tradition bearers.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/his culture.

Objectives	Measures
1.1 Demonstrate growing capacity to describe accurately the thoughts and feelings of others about their heritage and culture.	1.1.1 Increase, in the capacity to empathize or to understand that others may see things differently.
	1.1.2 Describe characters found in folktales or ballads, in social conditions increasingly remote from her/his own.
1.2 Grow in the capacity to act in response to the interests and welfare of others.	1.2.1 Choose from among alternative descriptions of groups presented in folktales, ballads, or family narratives, those which are least stereotyped.
1.3 Accept and appreciate the work of others.	1.3.1 Express a preference for certain types of folklife.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 2: The learner will develop a positive attitude toward the culture of others.

Objectives		Measures	
2.1	When given age-appropriate folklife examples, offer non-judgmental explorations as to the differences in style and content of folk traditions different from her/his.	2.1.1	Identify, given a folktale, ballad, or dance representative of various cultures, differences between her/his perspective and those depicted.
2.2	Grow in the capacity to accept criticism about egocentric perspectives prevalent in her/his culture.	2.2.1	Use qualifiers (some, many) rather than absolutes (all, most) to describe the traditional genres of of groups other than her/his own.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives		Measures	
3.1	Understand that an individual's and/or group's lore is a valid way of communicating.	3.1.1	Discuss orally or in writing what a specific genre from a selected group in North Carolina or the southeastern United States communicates about the group's attitude toward women, children, work, and other groups.
3.2	Understand that an individual's and/or group's lore can be influenced by the lore of another individual and/or group.	3.2.1	Analyze the extent to which two specified folk groups, prevalent in North Carolina or another region in the southeastern United States, have influenced each other's lore: a. Describe cultural influences or the lack of them. b. Assign reasons for the cultural influence or lack of them.
3.3	Understand that cultural, historical, and/or geographical changes can influence a groups lore.	3.3.1	When given a specific folk group common in North Carolina or the southeastern United States, catergorize as cultural, historical, or geographical (or a combination of these) the appearance of variants within a given folklife genre.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.4 Understand that an individual and/or group's folklife is a reflection of cultural heritage.	3.4.1 Given a list of significant cultural precedents occurring in a specific region of North Carolina or the southeastern United States, over a period of time, conduct library research to: a. Identify prominent ethnic groups in a selected region of the state or country. b. Determine the influence of geography, significant historical events, and societal pressures on the group's folklife. c. Compare and contrast the folklife of two distinct groups from different regions within North Carolina or southeastern United States to determine the significance of cultural influences on specified folklife.
3.5 Understand folklife genres in their historical perspective.	3.5.1 Analyze the influence of an event in North Carolina or southeastern United States' history on a specified folklife genre. 3.5.2 Identify pertinent causes (antecedents) from the past on a significant active traditional genre in North Carolina or the southeastern United States.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 3: The learner will develop a positive attitude toward folk art as a human experience.

Objectives	Measures
3.6 Comprehend the universality of folklife.	3.6.1 Identify major folklife genres prevalent in selected regions of North Carolina or the southeastern United States, given brief but pertinent descriptions and examples of each one.
	3.6.2 State differences in the characteristics of specified folklife genres from North Carolina, Canada, Latin America, Africa, Asia, and Europe.
	3.6.3 State similarities in the functions of specified folklife genres from North Carolina, Canada, Latin America, Africa, Asia, and Europe.
	3.6.4 Conclude from appropriate examples that folklife from various countries differ in form, theme, content, but they all have certain threads of similarity.
	3.6.5 Show cultural diffusion in folklife genres which are both examples and exceptions.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.1 Understand folk art as a creative art form.	4.1.1 Be aware of the spontaneous nature of folk art.
4.2 Understand folk art as a creative art form with many different forms and styles.	4.1.2 Compare and contrast the crafts, lore, and artifacts, from one folk group in North Carolina or the southeastern United States to the crafts, lore, and artifacts, of another group prevalent in North Carolina or the southeastern United States.
	4.2.2 Given a specific folk group prevalent in North Carolina or the southeastern United States, identify variants of a specified genre from pertinent descriptions and examples.
4.3 Understand that contemporary art has its foundation in folk art.	4.3.1 Identify pertinent influences (or antecedents) from the past on a significant contemporary artist or art form popular or originating in North Carolina or the southeastern United States.
	4.3.2 Cite similarities and differences between a traditional art genre, prevalent in North Carolina or the southeastern United States, and a contemporary counterpart.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 4: The learner will develop a positive attitude toward folk art as an art form.

Objectives	Measures
4.4 Understand folklife as a creative vehicle for cultural expression.	4.4.1 Identify orally or in writing the symbolism and/or importance of specified folk customs, rituals, festivals, and celebrations for a selected group prevalent in North Carolina or the southeastern United States such as: a. christening b. births and birthdays c. deaths d. marriage e. puberty
4.5 Develop confidence in her/his aesthetic judgment about folklife.	4.5.1 Recognize cultural preferences in material culture, oral lore, custom, festival and celebrations, found among specified folk groups in North Carolina or the southeastern United States.
	4.5.2 Discriminate knowledgeably among traditional genres prevalent in North Carolina or other regions of the southeastern United States, selecting and using those that are aesthetically pleasing.
	4.5.3 Explain reasons for her/his aesthetic judgment.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.1 Appreciate the diversity of of community, regional, national, and international folklife.	5.1.1 After a class discussion on folklife genres especially prevalent in selected regions of North Carolina or the southeastern United States: a. Survey family or community to find an informant knowledgeable about at least one of the genres discussed. b. Conduct library research on at least one of the genres discussed. c. Create from local, national, and international newspapers and magazines, interviews with family and community members or library research, a photo journal based on folklife from a selected region in North Carolina or the southeastern United States.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will begin to see her/himself as a part of many groups: the family, the religious organization or church, and a wide range of ethnic, regional, national, and global communities.

Objectives	Measures
5.2 Demonstrate an appreciation for a variety of ethnic folk culture.	5.2.1 When presented with a diversity of ethnic folklife prevalent in North Carolina or other parts of the southeastern United States, offer logical, non-judgmental explanations as to the differences in style and content of folk traditions different from her/his own.
	5.2.2 Increase in the capacity to empathize or to understand that others may "see things differently."
5.3 Identify the similarities and differences in the transfer of European, African, Asian, and Latin American folklife to the peoples of North Carolina and the entire United States.	5.3.1 Indicate the nature and character of examples and exceptions in European, African, Asian, and/or Latin American folklife.
	5.3.2 Evaluate instances of interdependence and/or influence among folklife of European, African, Asian, or Latin American countries and specific regions of North Carolina or other parts of the southeastern United States. a. Cite reasons for the influence or interdependence of specified traditional genres. b. Cite both positive and negative effect of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives		Measures	
6.1	Be aware of the contributions of occupational groups in North Carolina or other regions of the southeastern United States on her/his heritage.	6.1.1	Conduct library research on occupational groups prevalent in North Carolina or other regions of the southeastern United States.
		6.1.2	Survey family members to determine occupational groups that her/his family members belong to.
		6.1.3	Organize a list of at least five questions about a family member's occupational group.
		6.1.4	Conduct the interview and report either in writing or orally a summary of the interview that includes at least one example of the group's lore and informant and bibliographic data.
		6.1.5	Prepare a one-page report on at least one way that the occupational folklife of a group common to North Carolina or other parts of the southeastern United States has affected her/his life.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.2 Understand the significance of various ethnic groups on her/his heritage and demonstrate knowledge about the folklife associated with these ethnic groups.	6.2.1 After a teacher-led discussion on the folklife of various ethnic groups found in North Carolina or other regions of the southeastern United States: a. Discuss in writing or verbally, a folk custom that is important to her/his ethnic group's sense of identity. b. Choose a folklife genre such as music, dance, song, rhymes, foodways, or religious practices, and develop five questions about the genre to ask an informant from her/his own ethnic group. c. Choose an informant and conduct the interview. d. Summarize the interview and present data to the class.

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will begin to identify with and/or acknowledge the influence of a variety of groups.

Objectives	Measures
6.3 Indicate an understanding of folklife from selected regions of North Carolina or other parts of the southeastern United States.	6.3.1 After a teacher led discussion on the folklife of selected regions of the State or other regions in the southeastern United States: a. Select at least one reference book from the library on a folklife genre from a region in the state or the southeastern United States. b. Prepare a report to be either written or orally presented on at least one folklife genre from that region. The report will include: (1) At least two influences that this genre has had on her/his heritage community or region. (2) An explanation for her/his choice of influences.
6.4 Understand the significance of folklife from selected regions of North Carolina or other areas of the southeastern United States on her/his own heritage and/or the heritage of her/his community.	6.4.1 Evaluate examples of interdependence and/or influence among her/his heritage and culture and the heritage and culture of a selected region of North Carolina or the southeastern United States. a. Cite reasons for the influence and/or interdependence of selected folklife. b. Cite both positive and negative effects of such interdependence or influence.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives	Measures
7.1 Relate her/his roots to community regional, national, and/or international folklife.	7.1.1 Identify by geographic region appropriately chosen examples of folklife from North Carolina or the southeastern United States.
7.2 Grow in the capacity to understand the sequence of folk traditions, the relationship of things and people in the past to the present and future.	7.2.1 Place in chronological order appropriately chosen examples of folklife from North Carolina or other areas in southeastern United States.
7.3 Appreciate the influence of ideas, innovations, and inventions in changing folklife in major regions of North Carolina or another part of the southeastern United States.	7.3.1 Describe changes in representative folklife in selected regions of North Carolina or another region of the southeastern United States caused by such ideas as independence and nationalism, by inventions such as the press and telephone, and by innovations such as space travel.
	7.3.2 Identify pertinent variants (or antecedents) of a specified folklife phenomenon in a major section of North Carolina or another region in southeastern United States.
	7.3.3 Identify influences on selected folklife in major areas of North Carolina or another region of southeastern United States.

Grade Level: 8

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 7: The learner will develop a sense of time and chronology with regard to the stability and change of culture.

Objectives		Measures	
7.4	Understand the influence of major events in time on the creation of ethnic folklife in selected regions of North Carolina or another region in the southeastern United States.	7.4.1	Identify from among alternatives the effect or result of important historical events which have occurred in North Carolina or another region of the southeastern United States on ethnic folklife.
		7.4.2	Explain accurately the reasons for carefully selected examples of ethnic folklife which represent a group's response to a cultural change in North Carolina or another section of the southeastern United States.
		7.4.3	Place in order of popularity and chronology, selected examples of ethnic folklore from different regions of North Carolina or another region in the southeastern United States.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 8: The learner will acquire a body of knowledge about state, national, and international folklife.

Objectives	Measures
8.1 Be aware of the following folklife genres in relation to selected cultures in North Carolina or other regions of southeastern United States.	8.1.1 After the teacher has given concise definitions and examples of each of the major folklife genres in a selected area of North Carolina or the southeastern United States:
a. folk tales and legends	a. Explain what is meant by a particular genre.
b. beliefs (1) weather sayings (2) good luck and bad luck	b. Cite at least two variants of a particular genre.
c. rhymes	c. Identify through survey of family and/or community an informant knowledgeable about a particular genre, and question the informant about changes that the genre has undergone over the years.
d. arts and crafts	
e. children's songs	
f. festivals and celebrations	

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 9: The learner will select and use materials and media equipment appropriate to gain information about her/his heritage and the heritage of others.

Objectives	Measures
9.1 Be knowledgeable about print, visual, and auditory resources that can be used to research American folklife.	9.1.1 Select, given a choice among appropriate and inappropriate resources on American folklife, those print and visual resources that are most suitable.
9.2 Combine data from more than one source, print and nonprint, for long reports--especially, nonfiction books, tradition-bearing informants, encyclopedias, filmstrips--and acknowledge sources in a simple bibliography.	9.2.1 After the teacher gives an introduction to representative American folklife genres: a. Select one genre that is of particular interest. b. Survey her/his family and/or community to find a knowledgeable informant. c. Use at least four secondary resources to organize a minimum of ten questions to ask the informant about this genre. d. Interview informant. e. Prepare a ten minute presentation based on interview and library research.

ARTS EDUCATION
FOLK ARTS

Grade Level: 8 Skills/Subject Area: Folk Arts

COMPETENCY GOAL 10: The learner will acquire skills necessary to record, interprete and report oral custom and traditions.

Objectives	Measures
10.1 Distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media and informant data, such as active and passive tradition bearers.	10.1.1 After researching the traditions and customs associated with a prevalent ethnic or occupational group in her/his region, distinguish fact and truth from fiction, opinion, or propaganda in several statements about the group.

GRADES 9-12

Major Emphases

At the high school level the creative, cognitive, and aesthetic emphases of folk arts are realized both within individual courses and across a broad range of varied course offerings. The program as a whole should have, at the minimum, an introductory course which addresses major folklife genres common in North Carolina and which provides ample opportunity for fieldwork documentation.

Since student interest at this level is widely divergent, a broad range of course offerings should allow the individual an opportunity to specialize in specific segments of the program rather than the broad spectrum. Course offerings may be developed through five major folklife categories: oral tradition and performance; material culture or artifacts; custom belief and ritual; family life; and religious and secular festival and drama. The content of all of these courses should continue the development of the basic elements and activities featured throughout the K-8 sequence.

As knowledge of culture and heritage is acquired in various folk arts and folklife areas, the total experience serves to integrate and develop the student's personalities. In addition, the study of a broad range of folk arts literature and the understanding of folk arts in relation to the larger fields of arts, humanities, and world history are components of this program.

Grades 9-12 Outline: Introductory Folklife

1. Develop a positive attitude toward her/himself and others.

    1.1 Have increased communication with older people in the community.
    1.2 Learn to work cooperatively with others.

2. Grow in self-esteem.

    2.1 Demonstrate growth in self-management skills.
    2.2 Develop her/his problem-solving ability.

3. Acquire a knowledge of and an appreciation for the diversity and depth of folklife.

    3.1 Be knowledgeable of the folklife genres such as oral lore, traditional arts and crafts, and festivals and celebrations.

4. Improve study and reference skills.

    4.1 Use study and reference skills in writing a cultural journalism article and cataloging materials.

5. Use her/his folklife research skills to improve writing ability.

    5.1 Identify the audience and purpose for her/his writing.
    5.2 Select and narrow a topic.
    5.3 Survey materials for sources of information on a given folklife genre.
    5.4 Write short compositions using descriptive language.
    5.5 Use and cite quotations.
    5.6 Convey a theme in keeping with the purpose of her/his writing.
    5.7 Develop an outline for approval by the teacher prior to writing a cultural journalism article.

6. Use fieldwork techniques to improve listening and speaking skills.

    6.1 Articulate words clearly to achieve intelligible speech, and speak in a sequence meaningful to the listener.
    6.2 Use speech effectively for different purposes.
    6.3 Demonstrate the basic elements of courtesy desirable in person-to person conversation and telephone conversation.
    6.4 Participate in a discussion group as both a participant and a leader.
    6.5 Decode oral language.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12

Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 1: The learner will develop a positive attitude toward her/himself and others.

Objectives	Measures
1.1 Have increased communication with older people in the community.	1.1.1 Perform chores or other helpful tasks for contact with older people.
	1.1.2 Make social visits to the contacts after the interview.
	1.1.3 Talk more easily with her/his older neighbors and relatives.
1.2 Learn to work cooperatively with others.	1.2.1 Teach others in the class at least one craft, dance, or verbal lore, s/he has learned during an interview with older people in the community.
	1.2.2 Work as a team toward a goal.
	1.2.3 Care for equipment properly so it will be operating when others need it.
	1.2.4 Keep deadlines in order not to slow down others who may be depending upon her/his completion.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12

Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 2: The learner will grow in self-esteem.

Objectives	Measures
2.1 Demonstrate growth in self-management skills.	2.1.1 Display her/his work when appropriate.
	2.1.2 Carry on despite setbacks.
	2.1.3 Seek alternative methods to accomplish her/his goals when s/he meets a barrier.
	2.1.4 Plan her/his work so as to eliminate frustration.
2.2 Develop her/his problem solving ability.	2.2.1 Examine all facets of her/his problems and select the most workable system.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12

Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 3: The learner will acquire a knowledge of and an appreciation for the diversity and depth of folklife.

Objectives	Measures
3.1 Be aware of the following folklife genres: a. folk tales and legends b. beliefs c. rhymes d. arts and crafts e. festivals and celebration	3.1.1 After the teacher has given concise definitions and examples of each of the major folklife genres: a. Explain accurately what is meant by a particular genre. b. Cite at least two variants of a particular genre. c. Identify through a survey of family and/or community at least two informants that could be used for a one page article on a particular genre.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12 Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 4: The learner will improve study and reference skills.

Objectives	Measures
4.1 Use study and reference skills in writing a cultural journalism article and cataloging materials.	4.1.1 Supplement/verify material collected in the community through the use of library reference books and mass media sources.
	4.1.2 Use dictionary and thesaurus in writing and rewriting his article.
	4.1.3 Catalogue material gathered in the community in a manner permitting its retrieval both by the student her/himself and by others: a. Select cross references from subject areas mentioned in interviews and transcripts. b. Follow an accepted form for typing cross reference cards by subject headings and by names of persons. c. Show a working understanding of the circulation system for returning catalogue materials and replacing those materials. d. Catalogue transcriptions and tapes and negatives by using the adopted forms.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12

Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 5: The learner will use her/his folklife research skills and improve her/his writing ability.

Objectives	Measures
5.1 Identify the audience and purpose for her/his writing.	5.1.1 Submit to teacher, after completion of transcript and before beginning first draft, an outline of her/his proposed article, including assessment of reader (e.g., age, sex) who will find the topic interesting.
5.2 Select and narrow a topic.	5.2.1 Given broad folklife genres (e.g., children's songs, material culture), divide subjects into components.
	5.2.2 Select one of the components identified above and write an article for publication.
5.3 Survey materials for sources of information on a given folklife genre.	5.3.1 Identify at least three potential print or nonprint sources of information for her/his article.

Grade Level: 9-12

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will use her/his folklife research skills to improve his writing ability.

Objectives	Measures
5.4 Write short compositions using descriptive language.	5.4.1 Following the in-classroom visit of an active bearer from the community, prepare as a class an article describing the visit and the informant for the local newspaper (e.g., write a beginning paragraph, a middle, and a conclusion).
	5.4.2 Following an introductory interview of a member of her/his family or community on the topic of her/his choice, write one of the following styles of articles: personality, how-to-do-it, feature-filler, or thematic-topical.
5.5 Use and cite quotations.	5.5.1 With material gathered through tape recording of family and community member on a folklife topic, transcribe and catalogue the material, utilizing written excerpts of local traditions, customs, attitudes, and/or life styles.
	5.5.2 Use a source such as "A Family Folklore Interviewing Guide and Questionnaire," and employ the proper form for citing quotations.
5.6 Convey a theme in keeping with the purpose of her/his writing.	5.6.1 Use the transcripts of her/his interviews with family and/or community member as a resource and develop a chosen theme into a publishable article.

Grade Level: 9-12

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 5: The learner will use her/his folklife research skills to improve his writing ability.

Objectives	Measures
5.7 Develop an outline for approval by the teacher prior to writing a cultural journalism article.	5.7.1 When given a transcript of an interview conducted in the community, organize the transcript into major topics discarding repetitious or irrelevant materials, settling on a central theme, and filing unused material.
	5.7.2 When given an assignment such as completing a cultural journalism article following an interview, first prepare an outline.

ARTS EDUCATION
FOLK ARTS

Grade Level: 9-12

Skills/Subject Area: Folk Arts (Introductory Folklife Course)

COMPETENCY GOAL 6: The learner will use field-work techniques to improve her/his listening and speaking skills.

Objectives	Measures
6.1 Articulate words clearly to achieve intelligible speech; be able to speak in a sequence meaningful to the listener.	6.1.1 Present an oral summary of each interview conducted outside of the classroom to her/his classmates.
	6.1.2 Conduct at least one 30-60 minute interview with a community contact on a folklife genre.
	6.1.3 Conduct an interview developing additional questions from the informant's responses, keeping to the folklife topic.

Grade Level: 9-12

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will use field-work techniques to improve her/his listening and speaking skills.

Objectives	Measures
6.2 Use speech effectively for different purposes.	6.2.1 As a primary activity, conduct one or more 30-60 minute interviews of family and/or local residents on a folklife genre, with completed interviews demonstrating, by the transcripts and oral summaries, evidence of the following skills: a. finding contacts or informants b. preparing her/himself for the interview by searching out information about the contact beforehand and preparing mental questions and goals c. establishing rapport with informants d. developing equipment handling skills e. noting the difference between a pre-interview and follow-up interview f. listening skills g. questioning skills h. note-taking skills

Skills/Subject Area: Folk Arts

COMPETENCY GOAL 6: The learner will use field-work techniques to improve her/his listening and speaking skills.

Objectives	Measures
6.3 Demonstrate the basic elements of courtesy desirable in person-to-person conversation and telephone conversation.	6.3.1 Use the telephone or person-to-person contact to arrange for or conduct a pre-interview and to locate potential contacts in her/his community.
6.4 Participate in a discussion group as both a participant and a leader.	6.4.1 In planning for an informant interview on a folklife genre, participate in a group situation and function as both a discussion leader and a participant to the exclusion of none of the members.
6.5 Decode oral language.	6.5.1 When given a tape recording of an interview with an informant on a folklife genre, transcribe it into accurate written form in English and: a. Correctly run the tape recorder. b. Accurately record both questions and responses.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;
2. should provide students with the specific competencies needed to gain employment or to continue their education;
3. should provide students with the skills necessary to cope with contemporary society;
4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;
5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;
6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;
7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:

(1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.

(2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.

(3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.

(4) "Competency goals" means the ends toward which student learning is directed.

(5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:

(1) citizenship, including the social studies-economics, history, government, sociology and human relations;

(2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;

(3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;

(4) healthful living, including personal and community health, physical education, recreation, and safety;

(5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;

(6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;
(B) two course units in mathematics;
(C) two course units in social studies; one unit in government and economics, and one unit in United States history;
(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
(E) one course unit in physical education and health;
(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

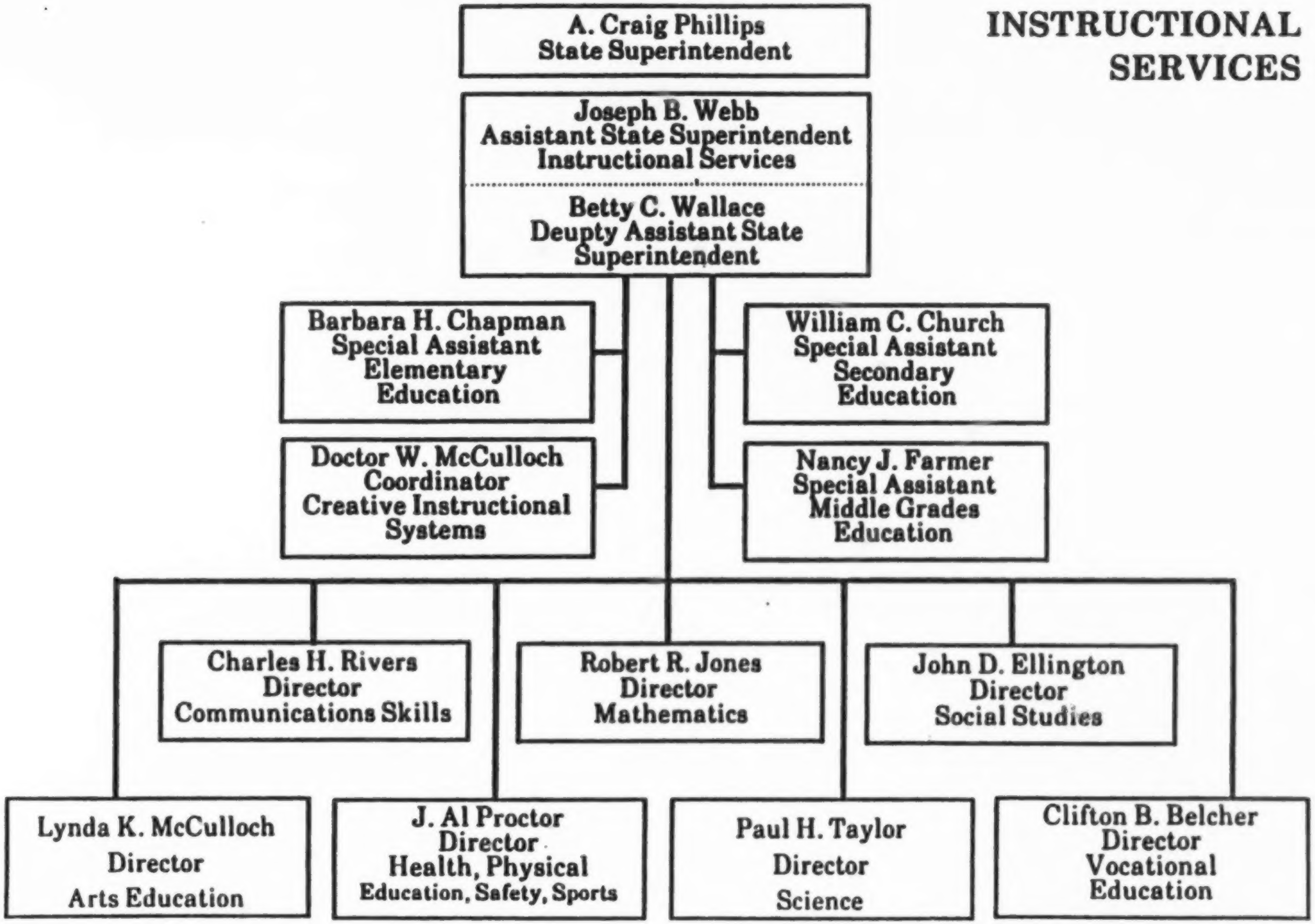
*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES

APPENDIX H


A. Craig Phillips State Superintendent
Joseph B. Webb Assistant State Superintendent Instructional Services
Betty C. Wallace Deupty Assistant State Superintendent
Barbara H. Chapman Special Assistant Elementary Education
Doctor W. McCulloch Coordinator Creative Instructional Systems
William C. Church Special Assistant Secondary Education
Nancy J. Farmer Special Assistant Middle Grades Education
Charles H. Rivers Director Communications Skills
Robert R. Jones Director Mathematics
John D. Ellington Director Social Studies
Lynda K. McCulloch Director Arts Education
J. Al Proctor Director Health, Physical Education, Safety, Sports
Paul H. Taylor Director Science
Clifton B. Belcher Director Vocational Education

APPENDIX I

Suggestions for Additions to or Revisions of the
North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition ☐ B. revision ☐ (please check one)

2. Skills/Subject Area: ____________________
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ______

4. Addition/Revision to: (please check & give number)

Introduction ☐
Competency Goal ☐ Number: ______
Objective ☐ Number: ______
Measure ☐ Number: ______

5. SUGGESTION: ____________________

6. Name of person submitting suggestion: ____________________
Place of employment: ____________________
Employed as: ____________________
Address: ____________________

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611